

Evaluation Guidebook
for
Part-Time Classroom Faculty

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This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Part-Time Classroom Faculty. Part-time counselors, librarians, learning disability specialists, faculty who teach on-line, probationary and full-time faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available on the United Faculty website. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean. The forms and procedures for part-time faculty also apply to Emeritus faculty.

X1.1.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X1.1.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X1.1.3 **EVALUATION PROCESS**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). Part-time faculty will have two evaluators during the seventh semester, as per Article 25.2.

For part-time faculty, the evaluation process will be conducted by one regular faculty member appointed by the department/subarea (except for the seventh semester evaluation when there will be two regular faculty members appointed). Management shall have the right to assign an educational manager to evaluate the part-time faculty member. The department/subarea appointee will serve as chair of the committee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/subarea may also add another regular faculty member. For a part-time faculty member who serves in more than one discipline, including responsibilities such as coaching, journalism, forensics and the performing arts, each department/subarea/program within those disciplines has the right to conduct an evaluation. If a department lacks a subject-area specialist in the primary field of the

evaluatee, the department may elect to appoint a second evaluator from outside the department with appropriate expertise.

- X1.1.3.1 The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member/faculty emeritus employee to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- X1.1.3.2 The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.
- X1.1.3.3 The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- X1.1.3.4 The classroom observation plan shall be completed. Classroom/workplace observations shall occur.
- X1.1.3.5 Student evaluations will be administered (in two sections if possible).
- X1.1.3.6 The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.
- X1.1.3.7 The chair/evaluator will review the results of the evaluation with the part-time faculty member or faculty emeritus employee. The summary report shall be signed and the materials will be forwarded to the division chair/area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.
- X1.1.3.8 The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.

X1.1.4 **CLASSROOM OBSERVATION PROCEDURES**

- X1.1.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X1.1.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments. The confidentiality of student work shall be maintained.
- X1.1.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Plan to the evaluator.
- X1.1.4.4 The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors – at least one classroom or lab hour).

- X1.1.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:
 - X1.1.4.5.1 For part-time faculty (except for those in their seventh semester) or faculty emeritus employees, one class shall be observed. Class to be observed will be selected by the evaluator. Part-time faculty in their seventh semester will be observed by two different evaluators in two different courses or sections when possible, one to be selected by the evaluator and one by the evaluatee. For part-time faculty being evaluated in more than one discipline, a minimum of one class in each discipline shall be observed. For faculty whose assignments regularly span more than one discipline or methodology, the Department may select the area(s) of evaluation.
- X1.1.4.6 The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).
- X1.1.4.7 Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.
- X1.1.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

X1.1.5 **STUDENT EVALUATION PROCEDURE FOR PART-TIME CLASSROOM FACULTY**

- X1.1.5.1 The evaluator shall administer and collect student evaluation questionnaires.
- X1.1.5.2 For part-time faculty, student evaluations shall be conducted in at least one section of the course(s) taught by the part-time faculty member. Student Evaluations will be administered in two sections if possible.
- X1.1.5.3 The faculty member will choose when an evaluator will attend a class session in order to administer and collect student evaluations.
- X1.1.5.4 The evaluator administering the evaluations will come to the class at an agreed-upon time. The faculty member being evaluated will leave the room. The evaluator will read the instructions on the Student Evaluation Form out loud and explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor only in summary form. The evaluator shall collect the student

responses, and dismiss the class, if appropriate, and deliver the data to the appropriate manager or designee.

X1.1.5.5 The manager shall ensure that the student evaluations are confidentially stored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

X1.1.5.6 The original student evaluation forms shall be confidentially maintained. The evaluations will be stored until the next evaluation cycle.

X1.1.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X1.1.6.1 Rights

Within the first four weeks of the semester, the evaluatee shall be notified that he/she is to be evaluated and shall be given access to the forms and information relevant to the evaluation as found in the document entitled Evaluation Guidebook for Part-Time Classroom Faculty.

X1.1.6.2 The evaluatee shall have the right to have any job performance deemed “needs improvement” specifically communicated to her/him in writing and based on the job-related criteria. If rehired, the faculty member shall be given a plan for improvement.

X1.1.6.3 The evaluatee has the right to expect evaluator(s) to adhere to the guidelines stipulated in this article and to expect that evaluator(s) will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.

X1.1.6.4 The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.

X1.1.6.5 The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.

X1.1.6.6 The evaluatee has the right to appeal the process but not the substance of an evaluation. Where a procedural violation is alleged, the evaluatee shall, within fifteen (15) days of the time the evaluatee knew or should have known of such violation, file a request for a hearing with the United Faculty. The United Faculty shall investigate the alleged violation, and within fifteen (15) work days of receipt, shall determine no violation occurred, or shall file with the appropriate area dean, a request for a new evaluation. The Dean will then convene a Review Committee, to include the Department Chair, the Dean, and the UF Vice President, and the Committee will determine by consensus whether a new evaluation process should begin. The Committee will also decide on a timetable for the new evaluation. In the case where the Committee decides that a new evaluation is needed, the previous evaluation (the one where procedure was

violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.

- X1.1.6.7 Responsibilities
The evaluatee is expected to participate in the evaluation process in a professional and timely manner. The evaluatee is required to attend scheduled meetings with his/her evaluator(s).

X1.1.7 **GUIDELINES FOR EVALUATORS**

- X1.1.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X1.1.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X1.1.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X1.1.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X1.1.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X1.1.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X1.1.7.7 Evaluators shall respect the confidentiality of the process.
- X1.1.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X1.1.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X1.1.7.10 Evaluators shall create a portfolio as follows:
- X1.1.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
- X1.1.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

- X1.1.7.10.3 The portfolio will contain, at the minimum:
- a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).

X1.1.8 **SUMMARY REPORT**

- X1.1.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.13.2.1.2

X1.1.9

TIMETABLE AND ACTIVITES

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). The process is explained in X1.1.3.

The evaluation will be completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which the evaluation was conducted.

While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.13.2.1.2 if the timetable variation materially impacted the evaluation.

X1.1.9.1 The following schedule shall serve as a guide in completing the evaluation process:

X1.1.9.1.1 August-September/January-February
Evaluators are selected. Orientation to evaluation is conducted.

X1.1.9.1.2 September/February
Evaluator(s) and Evaluatee should meet for a pre-evaluation conference to obtain materials and information, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the evaluator(s).

In the fourth-semester and succeeding evaluations, the Evaluator(s) may review the previous evaluation(s) to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X1.1.9.1.3 September-November/February-April
Classroom observations occur. Prior to each class observation, the evaluatee shall complete the Classroom Observation Plan. Within two weeks after the

observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

X1.1.9.1.4 September-November/February-April
Student evaluations are conducted.

X1.1.9.1.5 November/April
Evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X1.1.10 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

X1.1.10.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.

X1.1.10.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.

X1.1.10.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.

X1.1.10.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.

X1.1.10.5 Every tenured faculty member must attend an orientation once every three years.

X1.1.11 **PERFORMANCE CRITERIA FOR PART-TIME CLASSROOM FACULTY**

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

The counselor, librarian, learning disabilities specialist, and physical disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors. S/he shall also be evaluated for his/her other professional responsibilities.

The following criteria shall be used in the evaluation of all part-time teaching faculty and faculty emeritus employees. (All criteria are either observable or measurable through peer, student, or management evaluation.)

- X1.1.11.1. Demonstrate competence in performing classroom procedures and other responsibilities included in teaching load assignment.
 - X1.1.11.1.1 At the beginning of a course, provide a syllabus to students that conforms to the course outline of record.
 - X1.1.11.1.2 Include in the syllabus a description of course content, contact information, the times and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.
 - X1.1.11.1.3 Consistently begin class at the scheduled time and teach for the entire class period.
 - X1.1.11.1.4 At the beginning of class, or at another appropriate time, make a clear statement of the objective(s) for that particular session.
 - X1.1.11.1.5 Be prepared for class with necessary materials and present material in an organized, clear manner.
 - X1.1.11.1.6 Present material at a level appropriate to the course.
 - X1.1.11.1.7 Display expertise in subject matter appropriate to the assigned discipline(s).
 - X1.1.11.1.8 When presenting controversial material, do so in a balanced manner, acknowledging contrary views.
 - X1.1.11.1.10 When appropriate, combine methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.
 - X1.1.11.1.10 Regularly assess the teaching-learning process, periodically check student understanding, and modify strategies as necessary to improve results.
 - X1.1.11.1.11 Conduct classes in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
 - X1.1.11.1.12 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
 - X1.1.11.1.13 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.

- X1.1.11.1.14 Assess students as specified in the course syllabus.
- X1.1.11.1.15 Provide regular feedback to students.
- X1.1.11.1.16 Consistently return course work within two weeks of collecting work.
- X1.1.11.1.17 Participate in the evaluation process in a professional and timely manner.

X1.1.11.2 Recognize the rights of students.

- X1.1.11.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
- X1.1.11.2.2 Recognize the right of students to have points of view different from the instructor's.
- X1.1.11.2.3 Manage classroom to maintain an effective learning environment while treating students fairly and respectfully.
- X1.1.11.2.4 Be attentive to student questions and comments, and be clear and precise in response.

Classroom Observation Form for Teaching Faculty

Evaluatee: | | Course/Section Observed: | | # Students Registered: | |
 Evaluator: | | Date/Time/Place: | | # Students Present: | |

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary. |

5 Excellent 4 Above Average 3 Average 2 Below Average 1 Poor NA Not Applicable

	5	4	3	2	1	NA	Comments
	Excellent	Above Average	Average	Below Average	Poor	Not Applicable	
	Rating						Comments
1. Objectives: The professor made a clear statement of the objectives of the session connected to the student learning outcomes of the course at the beginning of class or at another appropriate time.			[Select Rating...]				
2. Preparation: The professor was well-prepared for class with necessary materials.			[Select Rating...]				
3. Organization: The professor presented the material in an organized manner.			[Select Rating...]				
4. Clarity: The professor presented instructional material clearly.			[Select Rating...]				
5. Expertise: The professor displayed expertise in the subject.			[Select Rating...]				
6. Class Level: The professor presented material at a level appropriate to the course.			[Select Rating...]				
7. Learning Styles: When appropriate, the professor combined methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.			[Select Rating...]				
8. Respect: The professor treated all students respectfully.			[Select Rating...]				

	Rating	Comments
9. Controversial Material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.	Select Rating...	
10. Comprehension: The professor periodically checked student learning and modified teaching strategies as necessary to increase effectiveness in achieving outcomes.	Select Rating...	
11. Responsiveness: The professor was attentive to student questions and comments and provided clear explanations and examples.	Select Rating...	
12. Classroom Management: The professor demonstrated effective classroom management skills.	Select Rating...	

Non-Classroom Observations

	Rating	Comments
13. Course Outline: The professor's syllabus conforms to the existing course outline of record.	Select Rating...	
14. Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, student learning outcomes, the means by which students will be evaluated, grading standards, and other relevant information.	Select Rating...	
15. Evaluation Process: The professor participated in the evaluation process in a professional and timely manner.	Select Rating...	
16. Professional Obligations: The professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialogue about student learning outcomes assessment results, etc.).	Select Rating...	

Classroom Observation Plan**(To be completed by the evaluatee prior to the classroom visit)**

Course: []

Section: []

Room: []

Time and Day of class: []

Date of visit: []

Number of students enrolled: []

Evaluatee: []

Evaluator: []

Please attach your course syllabus.

1. State the objective(s) of the class session.

[]

2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

[]

3. Explain how the content of this session fits into the student learning outcomes for the course.

[]

STUDENT EVALUATION FORM FOR TEACHING FACULTY

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5
4
3
2
1
NA

Always
Often
Sometimes
Rarely
Never
“Not Applicable” (I can’t answer.)

	5	4	3	2	1	NA	Comments
My professor							
1. begins and ends our class on time.							
2. is well-prepared for class.							
3. is organized and teaches clearly.							
4. checks during class to see if students understand the material.							
5. encourages students to ask questions and participate.							
6. answers questions clearly.							
7. knows the subject matter of this course.							
8. shows interest in the material that we are studying.							
9. encourages me to think and explore new ideas.							
10. tells the class at each meeting what we are going to do and what we are expected to learn.							
11. treats all students respectfully.							
12. returns my papers, tests, and other work within two weeks of collecting them.							
13. responds to my work so I know how I'm doing and what I need to work on.							
14. responds to me when I need help outside of class.							
15. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
16. helps me meet the goals and learning objectives of the course.							

Summary Evaluation Form for Faculty

Evaluatee: [] [] []	Date of hire: [] [] []	Evaluation Sem/Year: [] []
<p>Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty</p> <p><input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Summary of previous evaluation (available in Division Office), if applicable: [] []</p>		
<p>Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): [] []</p>		
<p>Summary of classroom/workplace observations—attach observation forms and comments: [] []</p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report:</p>
<p>Criteria-related input from dept. chair and/or dean:</p>
<p>Evaluatee comments—attach a separate sheet if necessary:</p>

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings—Excellent overall performance.
 Satisfactory Performance—Acceptable overall performance.
 Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
 Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

Chair/Evaluator	(print name)	_____	(signature)	_____	Date
Committee Member	(print name)	_____	(signature)	_____	Date
Committee Member	(print name)	_____	(signature)	_____	Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Summary Evaluation Form for Faculty
APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes ___ No ___

Disqualifying condition(s) for preferential staffing status: Yes ___ No ___

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes ___ No ___

___ Preferential staffing status granted or maintained Date: _____

___ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature
Division Dean: _____ Signature
Evaluator (if applicable): _____ Signature

Return completed original form to the college HR office. Copies to applicant and Division Office.

(Optional) Part-Time Faculty Evaluation Checklist for Evaluators

Name of Evaluatee

Pre-Evaluation Meeting

Date: _____

Time: _____

Location: _____

Evaluator	Observation	Student Evaluation
	Course/Section: Date: Time: Location:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evaluator (if more than one)	Observation	Student Evaluation
	Course/Section: Date: Time: Location:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Self-Evaluation Due date:	Date Received:
Post-Evaluation Meeting	Date: Time: Location:

X1.1.16 SELF EVALUATION

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

X1.1.16.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. textbooks readings, supplies, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Blackboard, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X1.1.17.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

X1.1.18 **IMPROVEMENT PLAN**

X1.1.18.1 If the Evaluator or Evaluation Committee determines that the faculty performance “needs improvement,” and if the part-time faculty member is to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.

- X1.1.18.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. # The improvement plan may identify available resources such as (but not limited to, staff development, workshops conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.
- X1.1.18.3 The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X1.1.18.4 The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X1.1.18.5 The Department shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

<p>Signatures:</p> <p>Faculty member being evaluated: _____</p> <p>Evaluation Committee Chair: _____</p> <p>Dean: _____</p>
--

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

Evaluation Guidebook
for
Probationary (Tenure-Track) Classroom
Faculty

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This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Probationary (Tenure Track) Classroom Faculty. Probationary counselors, librarians, learning disability specialists, faculty who teach on-line, part-time and tenured faculty should consult different guidebooks (available on-line, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available on the United Faculty website. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X1.2.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X1.2.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X1.2.3 **COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE TENURE REVIEW COMMITTEE**

X.1.2.3.1 The Tenure Review process shall be conducted in adherence to the applicable Education Code (87663d).

X.1.2.3.2 The Tenure Review Committee (TRC) is charged with the responsibility of conducting the evaluation and shall be composed of three members: one regular faculty member chosen by the probationary faculty member; one regular faculty member chosen by the department/sub-area of which the probationary faculty member is a part (in the case of a one person department/subarea, this faculty member shall be chosen by the division/area of which the probationary faculty member is a part.); and one manager who is the immediate supervisor of the probationary faculty member or the dean of instruction/dean of student services/area dean. This manager shall be appointed by the president.

X.1.2.3.3 An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three years.

X.1.2.3.4 Responsibilities of Members of the TRC:

- X.1.2.3.4.1 The TRC shall select a chair by majority vote whose responsibilities include the following:
- A) convening the TRC conferences at least two times each semester at mutually agreeable times: (1) a pre-evaluation conference; (2) if necessary, a progress evaluation conference after TRC members have completed classroom observation; (3) a post evaluation conference after all evaluations have been completed;
 - B) ensuring that committee members and the evaluatee have appropriate forms;
 - C) coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;
 - D) adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;
 - E) communicating evaluation results to the probationary faculty member;
 - F) ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and
 - G) ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.

X1.2.4 **CLASSROOM OBSERVATION PROCEDURES**

- X1.2.4.1 Evaluation shall be conducted by the evaluators in accordance with the timetables.
- X1.2.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments. The confidentiality of student work shall be maintained.
- X1.2.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Plan to the evaluator.
- X1.2.4.4 The evaluators shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors – at least one classroom or lab hour).
- X1.2.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected

by mutual consent when possible as follows:

X1.2.4.5.1 For probationary faculty, the evaluators shall observe three class sections, at least two of which will be different courses when possible. Evaluatee will choose one class section and the Committee will choose the other two. For faculty whose assignments regularly span more than one discipline or methodology, the TRC will evaluate performance in each area at least once during the probationary period.

X1.2.4.6 The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).

X1.2.4.7 Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.

X1.2.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

X1.2.5 **STUDENT EVALUATION PROCEDURE FOR PROBATIONARY CLASSROOM FACULTY**

X1.2.5.1 The evaluators shall select someone from the committee to administer and collect student evaluation questionnaires.

X1.2.5.2 For probationary faculty, student evaluations shall be conducted in two sections. The sections shall be chosen according to the classroom observation procedure (X1.2.4). A minimum of 30 student evaluations shall be collected (and may be collected in more than two sections if needed to meet this minimum).

X1.2.5.3 The faculty member will choose when an evaluator will attend a class session in order to administer and collect student evaluations.

X1.2.5.4 The evaluator administering the evaluations will come to the class at an agreed-upon time. The faculty member being evaluated will leave the room. The evaluator will read the instructions on the Student Evaluation Form out loud and explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor only in summary form. The evaluator shall collect the student responses and dismiss the class, if appropriate, and deliver the data to the appropriate manager or designee.

X1.2.5.5 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The

evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

X1.2.5.6 The original student evaluation forms shall be confidentially maintained. If the probationary faculty member is awarded tenure, original student evaluations will be destroyed. If the probationary faculty member is denied tenure, student evaluations will be stored for at least five years after notification of tenure denial.

X1.2.6 RIGHTS AND RESPONSIBILITIES OF EVALUATEES

X1.2.6.1 Rights

- X1.2.6.1.1 A probationary faculty member being considered for tenure is entitled to be informed of the procedures of the Tenure Review process, including all appeal processes and the basis upon which tenure decisions are made. The probationary faculty member must be informed of criteria-related expectations.
- X1.2.6.1.2 The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.
- X1.2.6.1.3 The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.
- X1.2.6.1.4 The probationary faculty member has the right to expect members of the TRC to adhere to the guidelines stipulated in this article and to expect that they will strive to maintain objectivity, and ensure that any decisions regarding tenure are in agreement with the principles of academic freedom.
- X1.2.6.1.5 The probationary faculty member has the right to a confidential process.
- X1.2.6.1.6 The probationary faculty member may wish to select a peer advisor who shall serve as an independent advisor (or mentor) during the Tenure Review process. A peer advisor is a faculty member who volunteers to work with and advise the probationary faculty member.
- X1.2.6.1.7 The probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.
- X1.2.6.1.8 The peer advisor (mentor) could provide assistance to the candidate in areas such as the following:
- A) teaching styles and strategies;
 - B) theories and styles of student learning;
 - C) cultural diversity issues related to student learning and teaching strategies;

- D) district and college policies and procedures;
- E) workshops, conferences, courses and classes;
- F) introducing the candidate to colleagues; and
- G) helping with student problems.

X1.2.6.1.9 The peer advisor (or mentor) may not serve on the probationary faculty member's Tenure Review Committee during a semester in which he/she is functioning as the peer advisor or mentor.

X1.2.6.2 Responsibilities

X1.2.6.2.1 The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.

X1.2.6.2.2 The probationary faculty member is required to cooperate with the TRC in creating and implementing an improvement plan to address any identified weaknesses and to participate in the activities agreed upon in the plan.

X1.2.6.2.3 In the case of vocational faculty who do not possess a bachelor's degree, the TRC and the probationary faculty member shall develop a plan for the completion of the degree within the probationary period if the bachelor's degree continues to be mandated law. The TRC shall establish a method for monitoring and documenting progress of the probationary faculty member.

X1.2.7 **GUIDELINES FOR EVALUATORS**

X1.2.7.1 Evaluators shall read all materials and follow guidelines and timetables.

X1.2.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

X1.2.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary, recommending a plan for improvement within a reasonable time frame.

X1.2.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation or political affiliation.

X1.2.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.

X1.2.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.

X1.2.7.7 Evaluators shall respect the confidentiality of the process.

- X1.2.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X1.2.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X1.2.7.10 Evaluators shall create a portfolio as follows:
- X1.2.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
- X1.2.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
- X1.2.7.10.3 The portfolio will contain, at the minimum:
- a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).
- X1.2.7.11 If an administrator chairs the TRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the TRC chair.
- X1.2.7.12 If a member of the TRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X1.2.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X1.2.8 SUMMARY REPORT

X1.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.12.2.1.2.

X1.2.8.2 The TRC must submit to the president one of the recommendations listed below for each probationary faculty member at the end of each evaluation cycle. While each TRC member signs the summary report, the signature might not mean concurrence with the final recommendation of the TRC. (The signature section of the summary report for TRC members should signify participation but not necessarily agreement.)

X.1.2.8.2.1 Grant Tenure

A probationary faculty member with "Consistently High Ratings" may be recommended by the TRC for tenure at any time during the four-year probationary period (Ed. Code Sec. 87608); a probationary faculty member with "Satisfactory Ratings" shall be recommended by the TRC for tenure during the fourth year.

A probationary faculty member who receives "Needs Improvement" in the faculty member's seventh semester or fourth year may be recommended by the TRC for tenure.

X.1.2.8.2.2 Continuation in Probationary Status

A probationary faculty member who meets standards of performance at the end of the first and second years shall be recommended by the TRC to continue in probationary status.

A probationary faculty member who receives "Needs Improvement" may be recommended by the TRC to continue in Probationary Status.

X.1.2.8.2.3 Termination of Service

A probationary faculty member who receives “Needs Improvement” may be recommended by the TRC for termination.

A probationary faculty member who is given an “Unsatisfactory Performance” shall be recommended by the TRC for termination.

X1.2.9 **TIMETABLE AND ACTIVITIES**

X1.2.9.1 Probationary faculty members shall be evaluated during the first, second, third, fifth and seventh semesters. All full-time faculty hired to begin service mid-year (that is, in a spring semester) shall be evaluated during the second, third, fourth, sixth, and eighth semesters of service. All other conditions of the faculty evaluation policy shall remain unchanged. All faculty hired mid-year may be evaluated during their first semester at the discretion of the department, using the part-time evaluation procedures.

X1.2.9.2 While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.12.2.1.2 if the timetable variation materially impacted the evaluation.

X1.2.9.3 The following schedule shall serve as a guide in completing the evaluation process:

X1.2.9.3.1 August-September/January-February
Evaluators are selected. Orientation to evaluation for the Tenure Review Committee (TRC) and probationary faculty member is conducted.

X1.2.9.3.2 September/February
Tenure Review Committee (TRC) will conduct a pre-evaluation conference to obtain materials and information from the probationary faculty member, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In the second and succeeding evaluations, the TRC will review the previous evaluation to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X1.2.9.3.3 September-November/February-April
Classroom and/or workplace observations occur. Prior to each class observation, the evaluatee shall complete the Classroom Observation Plan. TRC members will complete the appropriate classroom observation forms and conduct follow-up conference(s) with evaluatee to review observations.

X1.2.9.3.4 September-November/February-April
Student evaluations are conducted.

If necessary, a progress evaluation conference between the TRC and the probationary faculty to discuss classroom evaluations and observations will occur. If any of the evaluators perceives a serious problem with the evaluatee's performance, the evaluator shall contact the chair of the TRC. If the TRC decides that a serious problem exists, it will meet with the probationary faculty member and develop specific recommendations to address the serious problem(s). If the TRC so determines, these recommendations may provide for additional observations by one or more members of the committee. These recommendations will be added to the portfolio.

X1.2.9.3.5 November/April

Probationary faculty member completes the Self Evaluation Report and submits it to the TRC chair. The manager on the TRC and the United Faculty vice-president may review the personnel file of the probationary faculty member and forward all criteria-related documents in the file to the TRC for review. The TRC may receive input that is relevant to the criteria from the Department Chair (if applicable).

X1.2.9.3.6 December/May

X1.2.9.3.6.1 Post-evaluation conferences: The TRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

The person writing the summary report in conjunction with the TRC members completes the summary report, and, if necessary, discusses the development of an improvement plan. The summary report represents and reflects the views of each and every TRC member.

X1.2.9.3.6.2 The TRC holds a post-evaluation conference with the probationary faculty member to discuss all aspects of the evaluation, including the summary report and the development of an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X1.2.9.6.3 The Evaluation Portfolio shall be forwarded to the college president.

X1.2.9.6.4 The President reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The President may disagree with the TRC's recommendation.

Once the President has made a tentative decision, s/he shall inform the TRC of her/his recommendation if it differs from the TRC's recommendation, prior to submitting the summary report to the Chancellor. If the TRC wishes to discuss the President's recommendation, the committee and the president shall meet. After the meeting, if the TRC disagrees with the President's recommendation, the committee may attach a written statement of its recommendation to the summary report, which shall be forwarded to the chancellor.

X1.2.9.6.5 The President submits the summary report to the Chancellor.

In cases where the Chancellor receives conflicting recommendations from the president and the TRC, the chancellor shall request to review the evaluation portfolio and shall meet with the TRC and the college president to reconcile the differences. If a reconciliation cannot be reached, the summary report shall be forwarded to the governing board with the chancellor's recommendation for tenure, continuation in probationary status, or dismissal of the probationary faculty member.

X1.2.9.6.6 The Chancellor submits recommendations to the governing board.

The Governing Board shall make the final decision for the probationary faculty member to be granted tenure, to continue in probationary status, or to be dismissed.

X1.2.9.6.7 The Chancellor returns the summary report to the president who places the report into the evaluation portfolio and ensures that the portfolio is placed in the personnel file of the probationary faculty member.

X1.2.10 **IMPROVEMENT PLAN**

X1.2.10.1 If level of performance on the summary evaluation form is less than satisfactory, a specific plan for performance-improvement shall be developed by the TRC in consultation with the probationary faculty member. The division dean or designee, in consultation with the department chair, shall monitor activities listed on the improvement plan to ensure timely completion. UF shall be notified by the chair of the TRC of the intent to give an improvement plan. At the post-evaluation conference, the evaluatee shall be informed of his or her right to union representation, and the evaluatee shall have 10 faculty-service days to sign the improvement plan. Signature indicates receipt but not necessarily agreement.

X1.2.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. The improvement plan may identify available resources such as (but not limited to) staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measurable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)
------------------------------------	--

Signatures: Faculty member being evaluated: _____ Evaluation Committee Chair: _____ Dean: _____
--

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X1.2.11

PROGRESS REPORTS

- X1.2.11.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.
- X1.2.11.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.
- X1.2.11.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.
- X1.2.11.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X1.2.11.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X1.2.11.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X1.2.11.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X1.2.11.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X1.2.11.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X1.2.11.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

Improvement Plan Progress Report Form

Faculty Member (Evaluatee): _____ Date of Improvement Plan: _____

Date of Progress Report _____

Manager (Vice President or Designee) Completing Progress Report _____

Department Chair: _____

Summary of Previous Evaluations

Summary of Concerns Articulated in Improvement Plan

Summary of Progress Made in Responding to Areas of Concern

Summary of How the Evaluatee Has Met Professional Responsibilities

Signatures:

Manager (Vice President or Designee): _____

Department Chair: _____

The Progress Report should be sent to the College President no later than February 1 of the year in which it is written. A copy should also be sent to the evaluatee and the evaluatee's department chair. The Progress Report will be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.

X1.2.12

DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY

X1.2.12.1 Available Procedures

X1.2.12.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X1.2.12.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X1.2.12.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X1.2.12.2 Specifics of Appeals Process

X1.2.12.2.1 Limitations of the Appeals Process

X1.2.12.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X1.2.12.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X1. 2.12.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X1.2.12.2.2 Steps in the Appeals Process

- X1.2.12.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.
- X1.2.12.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.
- X1.2.12.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.
- X1.2.12.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X1.2.12.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X1.2.12.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X1.2.12.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X1.2.12.2.3 Composition of the Due Process Panel

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X1.2.12.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X1.2.13 **PERFORMANCE CRITERIA FOR PROBATIONARY CLASSROOM FACULTY**

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

The counselor, librarian, learning disabilities specialist, and physical disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors. S/he shall also be evaluated for his/her other professional responsibilities.

The following criteria shall be used in the evaluation of all probationary teaching faculty. (All criteria are either observable or measurable through peer, student, management, or self evaluation or materials contained in the portfolio.)

X1.2.13.1 Demonstrate competence in performing classroom procedures and other responsibilities included in teaching load assignment.

- X1.2.13.1.1 At the beginning of a course, provide a syllabus to students that is consistent with the course outline of record.
- X1.2.13.1.2 Include in the syllabus a description of course content, contact information, the times and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.
- X1.2.13.1.3 Consistently begin class at the scheduled time and teach for the entire class period.
- X1.2.13.1.4 At the beginning of class, or at another appropriate time, make a clear statement of the objective(s) for that particular session.
- X1.2.13.1.5 Be prepared for class with necessary materials and present material in an organized, clear manner.
- X1.2.13.1.6 Present material at a level appropriate to the course.
- X1.2.13.1.7 Display expertise in subject matter appropriate to the assigned discipline(s).
- X1.2.13.1.8 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
- X1.2.13.1.9 When appropriate, combine methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.
- X1.2.13.1.10 Regularly assess the teaching-learning process, periodically check

- student understanding, and modify strategies as necessary to improve results.
- X1.2.13.1.11 Conduct classes in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
 - X1.2.13.1.12 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
 - X1.2.13.1.13 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
 - X1.2.13.1.14 Assess students as specified in the course syllabus.
 - X1.2.13.1.15 Provide regular feedback to students.
 - X1.2.13.1.16 Consistently return course work within two weeks of collecting work.
- X1.2.13.2 Recognize the rights of students.
- X1.2.13.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X1.2.13.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X1.2.13.2.3 Manage classroom to maintain an effective learning environment while treating students fairly and respectfully.
 - X1.2.13.2.4 Be attentive to student questions and comments, and be clear and precise in response.
- X1.2.14.3 Participate in non-classroom professional responsibilities.
- X1.2.14.3.1 Attend required management called meetings.
 - X1.2.14.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third and fourth years only and permitted in the second year (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
 - X1.2.14.3.3 Maintain regular and timely office hours as specified in this contract.
 - X1.2.14.3.4 Participate in curriculum development and course outline of record revision.
 - X1.2.14.3.5 Participate in the evaluation process in a professional and timely manner.
 - X1.2.14.3.6 Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - A) participating in activities designed to enhance professional

performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;

B) serving on college, district, and/or statewide committees; and

C) participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area. X 1.2.12.3.7

X 1.2.14.3.7 The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

Classroom Observation Form for Teaching Faculty

Evaluatee: | | | | | Course/Section Observed: | | | | | # Students Registered: | | | | |
 Evaluator: | | | | | Date/Time/Place: | | | | | # Students Present: | | | | |

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary. |

5 4 3 2 1 NA
 Excellent Above Average Average Below Average Poor Not Applicable

	5	4	3	2	1	NA		
	Excellent	Above Average	Average	Below Average	Poor	Not Applicable		
							Rating	Comments
1. Objectives: The professor made a clear statement of the objectives of the session connected to the student learning outcomes of the course at the beginning of class or at another appropriate time.			[Select Rating...]					
2. Preparation: The professor was well-prepared for class with necessary materials.			[Select Rating...]					
3. Organization: The professor presented the material in an organized manner.			[Select Rating...]					
4. Clarity: The professor presented instructional material clearly.			[Select Rating...]					
5. Expertise: The professor displayed expertise in the subject.			[Select Rating...]					
6. Class Level: The professor presented material at a level appropriate to the course.			[Select Rating...]					
7. Learning Styles: When appropriate, the professor combined methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.			[Select Rating...]					
8. Respect: The professor treated all students respectfully.			[Select Rating...]					

	Rating	Comments
9. Controversial Material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.	[Select Rating...]	
10. Comprehension: The professor periodically checked student learning and modified teaching strategies as necessary to increase effectiveness in achieving outcomes.	[Select Rating...]	
11. Responsiveness: The professor was attentive to student questions and comments and provided clear explanations and examples.	[Select Rating...]	
12. Classroom Management: The professor demonstrated effective classroom management skills.	[Select Rating...]	

Non-Classroom Observations

	Rating	Comments
13. Course Outline: The professor's syllabus conforms to the existing course outline of record.	[Select Rating...]	
14. Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, student learning outcomes, the means by which students will be evaluated, grading standards, and other relevant information.	[Select Rating...]	
15. Evaluation Process: The professor participated in the evaluation process in a professional and timely manner.	[Select Rating...]	
16. Professional Obligations: The professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialogue about student learning outcomes assessment results, etc.).	[Select Rating...]	

<i>Classroom Observation Plan</i>	
(To be completed by the evaluatee prior to the classroom visit)	
Course: []	Section: []
Room: []	Time and Day of class: []
Date of visit: []	
Number of students enrolled: []	
Evaluatee: []	
Evaluator: []	

Please attach your course syllabus.

1. State the objective(s) of the class session.

[]

2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

[]

3. Explain how the content of this session fits into the student learning outcomes for the course.

[]

STUDENT EVALUATION FORM FOR TEACHING FACULTY

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 Always 4 Often 3 Sometimes 2 Rarely 1 Never NA "Not Applicable" (I can't answer.)

My professor	5	4	3	2	1	NA	Comments
1. begins and ends our class on time.							
2. is well-prepared for class.							
3. is organized and teaches clearly.							
4. checks during class to see if students understand the material.							
5. encourages students to ask questions and participate.							
6. answers questions clearly.							
7. knows the subject matter of this course.							
8. shows interest in the material that we are studying.							
9. encourages me to think and explore new ideas.							
10. tells the class at each meeting what we are going to do and what we are expected to learn.							
11. treats all students respectfully.							
12. returns my papers, tests, and other work within two weeks of collecting them.							
13. responds to my work so I know how I'm doing and what I need to work on.							
14. responds to me when I need help outside of class.							
15. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
16. helps me meet the goals and learning objectives of the course.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p>Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty</p> <p><input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation):</p> <p>Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Summary of previous evaluation (available in Division Office), if applicable:</p>		
<p>Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office):</p>		
<p>Summary of classroom/workplace observations—attach observation forms and comments:</p>		

Summary Evaluation Form for Faculty

Summary of self-evaluation—attach self evaluation report:
| |

Criteria-related input from dept. chair and/or dean:
| |

Evaluatee comments—attach a separate sheet if necessary:
| |

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings**—Excellent overall performance.
- Satisfactory Performance**—Acceptable overall performance.
- Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance**—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) [] **Date**

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

[]	Chair/Evaluator	(print name)	_____	(signature)	[]	Date
[]	Committee Member	(print name)	_____	(signature)	[]	Date
[]	Committee Member	(print name)	_____	(signature)	[]	Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

Grant Tenure Continue in Probationary Status Termination of Service

President: _____ **Date:** _____

Chancellor: _____ **Date:** _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office

Tenure Review Committee (TRC) for

Name of Evaluatee

Pre-Evaluation Meeting (date/time/location): _____

Committee Members	Observations (of at least two different courses when possible; evaluatee chooses one)	Student Evaluations? (2 required)
1. Member selected by evaluatee (tenured faculty member or ed. manager): Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
2. Member selected by department (tenured faculty member): Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
3. Management representative: Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No

Self-Evaluation due	Date:
Post-Evaluation meeting Part 1 (TRC only) to develop summary and compile portfolio	Date: Time: Location:
Post-Evaluation meeting Part 2 (with evaluatee)	Date: Time: Location:

X1.2.19 SELF EVALUATION

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

X1.2.19.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities—part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. textbooks readings, supplies, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Blackboard, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X1.2.20.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Tenured Classroom Faculty

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- X1.3.20 Self-Evaluation Worksheet and Procedure for Completing the Self- Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Tenured Classroom Faculty. Tenured counselors, librarians, learning disability specialists, faculty who teach on-line, part-time and probationary (tenure track) faculty should consult different guidebooks (available on-line, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X1.3.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X1.3.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X1.3.3 **COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE**

X1.3.3.1 The peer review process shall be conducted in adherence to the applicable Education Code (87663d).

X1.3.3.2 The Peer Review Committee (PRC) is charged with the responsibility of conducting the evaluation and shall be composed of two members; one regular faculty member or educational manager chosen by the evaluatee; and one regular faculty member chosen by the department/sub-area or in the case of a one person department/subarea, one regular faculty member chosen by the division/area of which the evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.

X1.3.3.3 An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years.

X1.3.3.4 Responsibilities of Members of the PRC:

X1.3.3.4.1 The PRC shall elect its own chair whose responsibilities include the following:

- A) convening the PRC conferences at least two times each semester at mutually agreeable times: a pre-evaluation conference a post-evaluation conference after all evaluations have been completed;
- B) coordinating student evaluations, classroom observations, and observations of counselors, librarians, learning disabilities specialists, and physical disabilities specialists;
- C) adhering to the specified timetable for the evaluation process;
- D) communicating evaluation results to the evaluatee;
- E) completing the summary checklist and summary report;
- F) ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
- G) ensuring that the committee determines whether other duties related to the evaluatee's teaching load ought to be addressed/evaluated.

X1.3.3.4.2 If a member of the PRC must resign from the committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X1.3.3.2. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

X1.3.4 **CLASSROOM OBSERVATION PROCEDURES**

X1.3.4.1 Evaluation shall be conducted by the evaluators in accordance with the timetables.

X1.3.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments. The confidentiality of student work shall be maintained.

X1.3.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Plan to the evaluator.

X1.3.4.4 The evaluators shall observe for a reasonable amount of time to obtain understanding of job performance (for classroom faculty, at least one classroom or lab hour).

- X1.3.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:
 - X1.3.4.5.1 For tenured faculty, the evaluators shall observe two sections (different courses when possible), one to be selected by the evaluatee and one by the PRC. For faculty whose assignments regularly span more than one discipline or methodology, the PRC may evaluate performance in each area.
- X1.3.4.6 The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).
- X1.3.4.7 Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.
- X1.3.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

X1.3.5 **STUDENT EVALUATION PROCEDURE FOR TENURED CLASSROOM FACULTY**

- X1.3.5.1 The evaluators shall select someone from the committee to administer and collect student evaluation questionnaires.
- X1.3.5.2 For tenured faculty, student evaluations shall be conducted from at least thirty students or no more than two sections. The faculty member shall choose the class meeting(s) in which the evaluations shall be conducted.
- X1.3.5.3 The faculty member will choose when an evaluator will attend a class session in order to administer and collect student evaluations.
- X1.3.5.4 The evaluator administering the evaluations will come to the class at an agreed-upon time. The faculty member being evaluated will leave the room. The evaluator will read the instructions on the Student Evaluation Form out loud and explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor. The evaluator shall collect the student responses, and dismiss the class, if appropriate, and deliver the data to the appropriate manager or designee.
- X1.3.5.5 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The

evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

- X1.3.5.6 The original student evaluation forms shall be confidentially maintained. In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.

X1.3.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X1.3.6.1 Rights

- X1.3.6.1.1. The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.
- X1.3.6.1.2 The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee's job.
- X1.3.6.1.3 The evaluatee shall have the right to have any job performance deemed to "needs improvement" specifically communicated to her/him in writing and based on the job-related criteria.
- X1.3.6.1.4 The evaluatee has the right to expect members of the PRC to adhere to guidelines stipulated in this article and to expect that they will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X1.3.6.1.5 the evaluatee has the right to a confidential process.

X1.3.6.2 Responsibilities

- X1.3.6.2.1 The evaluatee is required to attend scheduled meetings with the PRC.
- X1.3.6.2.2 The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed "needs improvement."
- X1.3.6.2.3 The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.

X1.3.7 **GUIDELINES FOR EVALUATORS**

- X1.3.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X1.3.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

- X1.3.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X1.3.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X1.3.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X1.3.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X1.3.7.7 Evaluators shall respect the confidentiality of the process.
- X1.3.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X1.3.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X1.3.7.10 Evaluators shall create a portfolio as follows:
- X1.3.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X1.3.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X1.3.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;

- h. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted).

X1.3.7.11 If a member of the PRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X1.3.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X1.3.8 **TIMETABLE AND ACTIVITIES**

X1.3.8.1 Each regular faculty member shall be evaluated every sixth semester. In the event that a faculty member is on leave or serving full-time in an administrative capacity during his/her regularly scheduled evaluation semester, the evaluatee shall be evaluated during the first year that the evaluatee returns to duties as an instructor, counselor, librarian, or learning disabilities specialist

X1.3.8.2 While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.12.2.1.2 if the timetable variation materially impacted the evaluation.

X1.3.8.3 For a faculty member teaching in an “AC” contract assignment outside her/his “A” contract discipline(s), the “AC” department/subarea shall have the option to evaluate that faculty member independent of the faculty member’s regular evaluation and not more often than specified in the part-time evaluation policy.

X1.3.8.4 The following schedule shall serve as a guide in completing the evaluation process:

X1.3.8.4.1 August-September/January-February

Peer Evaluators are Selected. Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted

X1.3.8.4.2 September/February

Peer Review Committee (PRC) will conduct a pre-evaluation conference to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In evaluations thereafter, the PRC may review the previous evaluation to ensure continuity of the process.

X1.3.8.4.3 September-November/February-April

Classroom observations for teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialists by PRC members occur.

X1.3.8.4.3.2 Prior to the class observation, the evaluatee shall complete the classroom observation plan.

X1.3.8.4.3.3 Within two weeks after the observations, PRC members will complete the observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s).

X1.3.8.4.3.4 Student evaluations are conducted.

X1.3.8.4.3.5 If requested by the evaluatee, the evaluator shall make a second classroom observation and complete an observation form on that second observation before the end of the ninth week. If the evaluatee desires, a third peer will be chosen by the PRC to enter the process at this point. The third peer's observation and observation form must be completed before the end of the eleventh week of the semester. Information from all observations shall be included in the summary report.

X1.3.8.4.4 November/April

X1.3.8.4.4.1 Evaluatee completes self evaluation and submits to PRC chair.

X1.3.8.4.4.2 Post-evaluation conferences

The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio

X1.3.8.4.4.3 The PRC chair in conjunction with the PRC members completes the summary report, and, if necessary, discusses the development of an improvement plan.

X1.3.8.4.4.4 The PRC holds a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation, including the summary report and the development an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X1.3.8.4.4.5 The evaluation portfolio shall be forwarded to the appropriate dean of instruction/dean of student services/area dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X1.3.9 **IMPROVEMENT PLAN**

- X1.3.9.1 If the PRC determines that the faculty performance “needs improvement,” a specific plan for performance improvement shall be developed by the PRC in consultation with the evaluatee using the Improvement Plan Form.

- X1.3.9.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. It The improvement plan may identify available resources such as (but not limited to staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member’s portfolio.

- X1.3.9.3 The committee and the evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.

- X1.3.9.4 The committee shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.

- X1.3.9.5 The committee shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

<p>Signatures:</p> <p>Faculty member being evaluated: _____</p> <p>Evaluation Committee Chair: _____</p> <p>Dean: _____</p>

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X1.3.10 **MANAGEMENT PARTICIPATION IN THE EVALUATION OF TENURED FACULTY**

If management believes substantial evidence exists that a faculty member is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty member. Before a management evaluation is initiated, management must notify the faculty member to be evaluated and United Faculty in writing that an evaluation is to occur. Once the notification has been given, management must give the faculty member twenty-four hour notice of any classroom observation that is to occur.

X1.3.11 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X1.3.11.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X1.3.11.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X1.3.11.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X1.3.11.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X1.3.11.5 Every tenured faculty member must attend an orientation once every three years.

X1.3.12 **PROGRESS REPORTS**

- X1.3.12.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.
- X1.3.12.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.
- X1.3.12.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.

- X1.3.12.4 No Progress Report shall be written for any faculty who member who has not received an Improvement Plan.
- X1.3.12.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X1.3.12.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X1.3.12.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X1.3.12.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X1.3.12.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X1.3.12.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X1.3.13 DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY

X1.3.13.1 Available Procedures

X1.3.13.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X1.3.13.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X1.3.13.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X1.3.13.2 Specifics of Appeals Process

X1.3.13.2.1 Limitations of the Appeals Process

X1.3.13.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X1.3.13.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X1.3.13.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X1.3.13.2.2 Steps in the Appeals Process

X1.3.13.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X1.3.13.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X1.3.13.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

X1.3.13.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.

X1.3.13.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working

days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.

X1.3.13.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.

X1.3.13.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X1.3.13.2.3 Composition of the Due Process Panel

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X1.3.13.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X1.3.14 PERFORMANCE CRITERIA FOR TENURED CLASSROOM FACULTY

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

The counselor, librarian, learning disabilities specialist, and physical disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

The following criteria shall be used in the evaluation of all tenured teaching faculty. (All criteria are either observable or measurable through peer, student, or self evaluation or materials contained in the portfolio.)

X1.3.14.1 Demonstrate competence in performing classroom procedures and other responsibilities included in teaching load assignment.

X1.3.14.1.1 At the beginning of a course, provide a syllabus to students that is consistent with the course outline of record.

X1.3.14.1.2 Include in the syllabus a description of course content, contact information, the times and places where office hours are held, the means by which student work shall be evaluated, grading standards and other

relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.

- X1.3.14.1.3 Consistently begin class at the scheduled time and teach for the entire class period.
 - X1.3.14.1.4 At the beginning of class, or at another appropriate time, make a clear statement of the objective(s) for that particular session.
 - X1.3.14.1.5 Be prepared for class with necessary materials and present material in an organized, clear manner.
 - X1.3.14.1.6 Present material at a level appropriate to the course.
 - X1.3.14.1.7 Display expertise in subject matter appropriate to the assigned discipline(s).
 - X1.3.14.1.8 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
 - X1.3.14.1.9 When appropriate, combine methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.
 - X1.3.14.1.10 Regularly assess the teaching-learning process, periodically check student understanding, and modify strategies as necessary to improve results.
 - X1.3.14.1.11 Conduct classes in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
 - X1.3.14.1.12 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
 - X1.3.14.1.13 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
 - X1.3.14.1.14 Assess students as specified in the course syllabus.
 - X1.3.14.1.15 Provide regular feedback to students.
 - X1.3.14.1.16 Consistently return course work within two weeks of collecting work.
- X1.3.14.2 Recognize the rights of students.
- X1.3.14.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X1.3.14.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X1.3.14.2.3 Manage classroom to maintain an effective learning environment while treating students fairly and respectfully.
 - X1.3.14.2.4 Be attentive to student questions and comments, and be clear and

precise in response.

X1.3.14.3 Participate in non-classroom professional responsibilities.

- X1.3.14.3.1 Attend required management called meetings.
- X1.3.14.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
- X1.3.14.3.3 Maintain regular and timely office hours as specified in this contract.
- X1.3.14.3.4 Participate in curriculum development and course outline of record revision.
- X1.3.14.3.5 Participate in the evaluation process in a professional and timely manner.
- X1.3.14.3.6 Participate in professional growth activities. These may include the following:
 - A) participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;
 - B) serving on college, district, and/or statewide committees; and
 - C) participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area.
 - D) participating in matriculation advising, peer or student mentoring, or peer evaluation.

Classroom Observation Form for Teaching Faculty

Evaluatee _____ Course/Section Observed _____ #Students Registered _____

Evaluator _____ Date/Time/Place _____ #Students Present _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 4 3 2 1 NA
 excellent above average average below average poor not applicable

	5	4	3	2	1	NA	Comments
1. Objectives: The professor made a clear statement of the objectives of the session at the beginning of class or at another appropriate time.							
2. Preparation: The professor was well-prepared for class with necessary materials.							
3. Organization: The professor presented the material in an organized manner.							
4. Clarity: The professor presented instructional material clearly.							
5. Expertise: The professor displayed expertise in the subject.							
6. Class Level: The professor presented material at a level appropriate to the course.							
7. Learning Styles: When appropriate, the professor combined methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.							

	5	4	3	2	1	NA	Comments
8. Respect: The professor treated all students respectfully.							
9. Controversial Material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.							
10. Comprehension: The professor periodically checked student understanding and modified teaching strategies as necessary.							
11. Responsiveness: The professor was attentive to student questions and comments and provided clear explanations and examples.							
12. Classroom Management: The professor demonstrated effective classroom management skills.							

Non-Classroom Observations

13. Course Outline: The professor's syllabus conforms to the existing course outline of record.							
14. Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, the means by which students will be evaluated, grading standards, and other relevant information.							
15. Evaluation Process: The professor participated in the evaluation process in a professional and timely manner.							
16. Professional Obligations: The professor meets professional obligations outside of class (submits rosters and grades on time, etc.).							

<i>Classroom Observation Plan</i>	
(To be completed by the evaluatee prior to the classroom visit)	
Course: []	Section: []
Room: []	Time and Day of class: []
Date of visit: []	
Number of students enrolled: []	
Evaluatee: []	
Evaluator: []	

Please attach your course syllabus.

1. State the objective(s) of the class session. []
2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use? []
3. Explain how the content of this session fits into the student learning outcomes for the course. []

STUDENT EVALUATION FORM FOR TEACHING FACULTY

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 Always 4 Often 3 Sometimes 2 Rarely 1 Never NA "Not Applicable" (I can't answer.)

My professor	5	4	3	2	1	NA	Comments
1. begins and ends our class on time.							
2. is well-prepared for class.							
3. is organized and teaches clearly.							
4. checks during class to see if students understand the material.							
5. encourages students to ask questions and participate.							
6. answers questions clearly.							
7. knows the subject matter of this course.							
8. shows interest in the material that we are studying.							
9. encourages me to think and explore new ideas.							
10. tells the class at each meeting what we are going to do and what we are expected to learn.							
11. treats all students respectfully.							
12. returns my papers, tests, and other work within two weeks of collecting them.							
13. responds to my work so I know how I'm doing and what I need to work on.							
14. responds to me when I need help outside of class.							
15. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
16. helps me meet the goals and learning objectives of the course.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p> Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty </p> <p> <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): </p> <p> Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p> Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p> Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p> Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report:</p> <p>()</p>	<p>Criteria-related input from dept. chair and/or dean:</p> <p>()</p>	<p>Evaluatee comments—attach a separate sheet if necessary:</p> <p>()</p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings**—Excellent overall performance.
- Satisfactory Performance**—Acceptable overall performance.
- Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance**—Unacceptable overall performance.

 Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) [] Date

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

<input type="checkbox"/> Chair/Evaluator	_____ (signature)	<input type="checkbox"/> Date
<input type="checkbox"/> Committee Member	_____ (signature)	<input type="checkbox"/> Date
<input type="checkbox"/> Committee Member	_____ (signature)	<input type="checkbox"/> Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

- Grant Tenure Continue in Probationary Status Termination of Service
- Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

President: _____ **Date:** _____

Chancellor: _____ **Date:** _____

Summary Evaluation Form for Faculty
APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature

Division Dean: _____ Signature

Evaluator (if applicable): _____ Signature

Return completed original form to the college HR office. Copies to applicant and Division Office.

Peer Review Committee (PRC) for

Name of Evaluatee

Pre-Evaluation Meeting (date/time/location): _____

Committee Members	Observations (1 course selected by evaluatee; 1 selected by PRC)	Student Evaluations? (at least 30 students or no more than 2 sections)
1. Member selected by evaluatee: (committee chair? Y N)	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
2. Member selected by department: (committee chair? Y N)	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No

Self-Evaluation due	Date:
Post-Evaluation meeting Part 1 (PRC only) to develop summary and portfolio	Date: Time: Location:
Post-Evaluation meeting Part 2 (with evaluatee)	Date: Time: Location:

SELF EVALUATION

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

X1.3.20.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities

– part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. textbooks readings, supplies, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Blackboard, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X1.3.19.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Part-Time Online Classroom Faculty

Table of Contents

X2.1.1	Introduction and Contract Language regarding Implementation of Guidelines
X2.1.2	More Introductory Contract Language including Purpose of Evaluations
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X2.1.16	Optional Checklist for Evaluators
X2.1.17	Self-Evaluation Worksheet and Procedure for Completing the Self-Evaluation Report
X2.1.18	Improvement Plan and Sample Improvement Plan Form

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Part-Time Online Classroom Faculty. Part-time classroom faculty not teaching on line, counselors, librarians, learning disability specialists, probationary and full-time faculty should consult different guidebooks (available online, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean. The forms and procedures for part-time faculty also apply to Emeritus faculty.

X2.1.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X2.1.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X2.1.3 **EVALUATION PROCESS**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). Part-time faculty will have two evaluators during the seventh semester, as per Article 25.2.

For part-time faculty, the evaluation process will be conducted by one regular faculty member appointed by the department/subarea (except for the seventh semester evaluation when there will be two regular faculty members appointed). Management shall have the right to assign an educational manager to evaluate the part-time faculty member. The department/subarea appointee will serve as chair of the committee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/subarea may also add another regular faculty member. For a part-time faculty member who serves in more than one discipline, including responsibilities such as coaching, journalism, forensics and the performing arts, each department/subarea/program within those disciplines has the right to conduct an evaluation. If a department lacks a subject-area specialist in the primary field of the

evaluatee, the department may elect to appoint a second evaluator from outside the department with appropriate expertise.

- X2.1.3.1 The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member/faculty emeritus employee to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- X2.1.3.2 The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.
- X2.1.3.3 The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- X2.1.3.4 The classroom observation plan form for on-line classes shall be completed. Classroom/workplace observations shall occur.
- X2.1.3.5 Student evaluations will be administered (in two sections if possible).
- X2.1.3.6 The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.
- X2.1.3.7 The chair/evaluator will review the results of the evaluation with the part-time faculty member or faculty emeritus employee. The summary report shall be signed and the materials will be forwarded to the division chair/area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.
- X2.1.3.8 The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.

X2.1.4 **ONLINE CLASSROOM OBSERVATION PROCEDURES**

- X2.1.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. The first time a faculty member is being evaluated for an online course, the online evaluation must be completed by at least one evaluator who has demonstrated qualifications to teach online. It is recommended that to the extent possible the evaluation of all on-line faculty be conducted by evaluators with experience teaching on-line.
- X2.1.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments, and other evidence of faculty/student interactions (such as discussion board posts, live web-conferencing archives, or other communications). The confidentiality of student work shall be maintained. During this conference (face- to-face or using web-conferencing) the evaluator will also be given an orientation to and instructions for navigating the online classroom (such as how to access external tools and proprietary materials, and how best to view interactions between faculty and students).
- X2.1.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information

Sheet to the evaluator. The evaluatee is responsible for granting the evaluator(s) evaluator access to the online classroom. The evaluator shall focus primarily on material outlined in the classroom observation plan form and on regular and substantive instructor-initiated interactions and student-student interactions during only the 7-day period of the evaluation, but may access additional non-private material referenced during the evaluation period as needed. Gradebook review shall not be included in the evaluation.

X2.1.4.4 The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors – at least one cumulative classroom or lab hour within a consecutive seven-day period).

X2.1.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:

For probationary faculty, the evaluator(s) shall observe three class sections, at least two of which will be different courses when possible. Evaluatee will chose one class section and the committee will choose the other two. For faculty whose assignments regularly span more than one discipline or mode of delivery, the TRC will evaluate performance in each discipline/mode at least once during the probationary period.

X2.1.4.6 The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).

X2.1.4.7 Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.

X2.1.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

X2.1.4.9 To determine the number of students “in attendance” during the observation, the evaluator will check to see how many students have logged in to the course during the 7- day observation period. Under “People” in Canvas, count “active” students during the week being observed. This is the number of students in attendance to be listed on the observation form.

X2.1.5 **ONLINE STUDENT EVALUATION PROCEDURE FOR PART-TIME CLASSROOM FACULTY**

X2.1.5.1 The evaluator shall administer and collect student evaluation questionnaires.

X2.1.5.2 For part-time faculty, student evaluations shall be conducted in at least one online section of the course(s) taught by the part-time faculty member. Student Evaluations will be administered in two sections if possible.

X2.1.5.3 The faculty member will choose when an evaluator will administer and collect student evaluations.

X2.1.5.4 The evaluator administering the evaluations will send the

evaluation form and instructions to the class at an agreed-upon time. The evaluator will explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be compiled and presented to the instructor. The evaluator shall collect the student responses and deliver the data to the appropriate manager or designee.

X2.1.5.5 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

X2.1.5.6 The original student evaluation forms shall be confidentially maintained. The evaluations will be stored until the next evaluation cycle.

X2.1.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X2.1.6.1 Rights

Within the first four weeks of the semester, the evaluatee shall be notified that he/she is to be evaluated and shall be given access to the forms and information relevant to the evaluation as found in the document entitled Evaluation Guidebook for Part-Time Online Classroom Faculty.

X2.1.6.2 The evaluatee shall have the right to have any job performance deemed “needs improvement” specifically communicated to her/him in writing and based on the job-related criteria. If rehired, the faculty member shall be given a plan for improvement.

X2.1.6.3 The evaluatee has the right to expect evaluator(s) to adhere to the guidelines stipulated in this article and to expect that evaluator(s) will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.

X2.1.6.4 The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.

X2.1.6.5 The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.

X2.1.6.6 The evaluatee has the right to appeal the process but not the substance of an evaluation. Where a procedural violation is alleged, the evaluatee shall, within fifteen (15) days of the time the evaluatee knew or should have known of such violation, file a request for a hearing with the United Faculty. The United Faculty shall investigate the alleged violation, and within fifteen (15) work days of receipt, shall determine no violation occurred, or shall file with the appropriate area dean, a request for a new evaluation. The Dean will then convene a Review

Committee, to include the Department Chair, the Dean, and the UF Vice President, and the Committee will determine by consensus whether a new evaluation process should begin. The Committee will also decide on a timetable for the new evaluation. In the case where the Committee decides that a new evaluation is needed, the previous evaluation (the one where procedure was violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.

X2.1.6.7

Responsibilities

The evaluatee is expected to participate in the evaluation process in a professional and timely manner. The evaluatee is required to attend scheduled meetings with his/her evaluator(s).

X2.1.7

GUIDELINES FOR EVALUATORS

X2.1.7.1

Evaluators shall read all materials and follow guidelines and timetables.

X2.1.7.2

Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

X2.1.7.3

Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.

X2.1.7.4

Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.

X2.1.7.5

Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.

X2.1.7.6

Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.

X2.1.7.7

Evaluators shall respect the confidentiality of the process.

X2.1.7.8

Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.

X2.1.7.9

Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.

X2.1.7.10

Evaluators shall create a portfolio as follows:

X2.1.7.10.1

This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.

X2.1.7.10.2

The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

- X2.1.7.10.3 The portfolio will contain, at the minimum:
- a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self-evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).

X2.1.8 SUMMARY REPORT

- X1.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.13.2.1.2

X2.1.9 TIMETABLE AND ACTIVITIES

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not

including summers). The evaluation process is reviewed in X2.1.3.

The evaluation will be completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which the evaluation was conducted.

X2.1.9.1 The following schedule shall serve as a guide in completing the evaluation process:

X2.1.9.1.1 August-September/January-February
Evaluators are selected. Orientation to evaluation is conducted.

X2.1.9.1.2 September/February
Evaluator(s) and Evaluatee should meet for a pre-evaluation conference to obtain materials and information, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the evaluator(s).

In the fourth-semester and succeeding evaluations, the Evaluator(s) may review the previous evaluation(s) to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X2.1.9.1.3 September-November/February-April
Classroom observations occur. Prior to each class observation, the evaluatee shall complete the Online Classroom Observation Plan. Within two weeks after the observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

X2.1.9.1.4 September-November/February-April
Student evaluations are conducted.

X2.1.9.1.5 November/April
Evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X2.1.10 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an online training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

X2.1.10.1 Each probationary and tenured faculty member being evaluated and faculty who

are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.

- X2.1.10.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X2.1.10.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X2.1.10.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X2.1.10.5 Every tenured faculty member must attend an orientation once every three years.

X2.1.11 PERFORMANCE CRITERIA FOR PART-TIME CLASSROOM FACULTY

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

The counselor, librarian, learning disabilities specialist, and physical disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors. S/he shall also be evaluated for his/her other professional responsibilities.

The following criteria shall be used in the evaluation of all part-time teaching faculty and faculty emeritus employees. (All criteria are either observable or measurable through peer, student, or management evaluation.)

- X2.1.11.1. Demonstrate competence in the design and delivery of on-line course(s) and in other responsibilities included in the teaching load assignment.
 - X2.1.11.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record.
 - X2.1.11.1.2 Include in the syllabus a description of course content, contact information (including communication and participation policies), the times, mode, and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information, such as technology/computer-readiness requirements and accessibility support.
 - X2.1.11.1.3 Provide orientation materials and resources for students to help them prepare for and navigate the on-line course.
 - X2.1.11.1.4 Provide regular and effective interaction between instructor and students and among students..

- X2.1.11.1.5 Provide instruction appropriate to the units offered for the course in keeping with the schedule provided to the students.
- X2.1.11.1.6 At an appropriate point in each instructional module, make a clear statement of the learning objective(s) for the unit/module/session/lesson.
- X2.1.11.1.7 Provide online access to necessary material, and present material in an organized, clear manner.
- X2.1.11.1.8 Present material at a level appropriate to the course.
- X2.1.11.1.9 Display expertise in subject matter appropriate to the assigned discipline(s).
- X2.1.11.1.10 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
- X2.1.11.1.11 When appropriate, combine methods and modalities of instruction (such as text, audio, video, images and/or graphics, etc.).
- X2.1.11.1.12 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.
- X2.1.11.1.13 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
- X2.1.11.1.14 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
- X2.1.11.1.15 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
- X2.1.11.1.16 Assess students as specified in the course syllabus.
- X2.1.11.1.17 Provide regular feedback to students.
- X2.1.11.1.18 Consistently grade and/or comment on course work and return to students within two weeks of submission for a full-term course, or the equivalent amount of time for a shorter-term course.
- X2.1.11.2 Recognize the rights of students.
 - X2.1.11.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X2.1.11.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X2.1.11.2.3 Manage classroom to maintain an effective learning environment while treating students fairly and respectfully.
 - X2.1.11.2.4 Be attentive to student questions and comments, and be clear and precise in response.

- X2.1.11.2.5 Provide clear guidelines with regards to student-faculty communications and what students can expect with regards to how quickly faculty will respond to communications.
- X2.2.14.3 Participate in non-classroom professional responsibilities.
- X2.2.14.3.1 Attend required management-called meetings.
- X2.2.14.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third and fourth years only and permitted in the second year. (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
- X2.2.14.3.3 Maintain regular and timely office hours as specified in this contract, and clearly communicate to students the best ways to get extra help outside of class.
- X2.2.14.3.4 Participate in curriculum development and course outline of record revision.
- X2.2.14.3.5 Participate in the evaluation process in a professional and timely manner.
- X2.2.14.3.6 Participate in professional growth activities beginning the second year and thereafter. These may include the following:
- A) participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;
 - B) serving on college, district, and/or statewide committees; and
 - C) participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area.
- X.2.2.14.3.7 The District and the United Faculty recognize that the successful performance of professional duties includes effective online class instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.
- X2.2.14.3.8 The District the UF recognize that compliance and student authentication issues are particularly important to on-line instruction and agree that faculty and management will work cooperatively to ensure that on-line courses comply with all regulatory requirements.

<p>8. Controversial material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.</p>	<p>Select Rating...</p>	
<p>9. Comprehension/Interaction: The professor provided regular instructor-initiated substantive interaction and instruction (appropriate to the units offered for the course) including periodically checking student interaction and understanding, and modifying teaching strategies as necessary.</p>	<p>Select Rating...</p>	
<p>10. Responsiveness: The professor was attentive to student questions and/or comments and provided clear explanation and examples.</p>	<p>Select Rating...</p>	
<p>11. Online Class Management: The professor demonstrated appropriate technical skills necessary for managing an online class, including making all materials accessible in compliance with regulations, and created a structure that encourages student/student and student/faculty interaction.</p>	<p>Select Rating...</p>	

Non-Classroom Observations

	<p>Rating</p>	<p>Comments</p>
<p>13. Course Outline: The professor's syllabus conforms to the existing course outline of record.</p>	<p>Select Rating...</p>	
<p>14. Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, the means by which students will be evaluated, grading standards, and other relevant information.</p>	<p>Select Rating...</p>	
<p>15. Evaluation Process: The professor participated in the evaluation process in a professional and timely manner.</p>	<p>Select Rating...</p>	
<p>16. Professional Obligations: The professor meets professional obligations outside of class (submits rosters and grades on time, etc.)</p>	<p>Select Rating...</p>	

On-Line Classroom Observation Plan

(To be completed by the evaluatee prior to the classroom visit)

Course: | |

Section: | |

Date of visit (beginning and ending—consecutive seven-day period): | |

Number of students enrolled: []

Evaluatee: | |

Evaluator: | |

Please attach your course syllabus.

1. State the objective(s) of the class for this seven-day evaluation period (and indicate where this is communicated to students.)

[]

2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

[]

3. Explain how the content of this evaluation period fits into the overall course.

[]

4. Describe where in your online class your evaluator can observe regular and substantive interaction between the professor and students and among students, including but not limited to:

- a. feedback to students about their work
- b. responses to student questions
- c. students interacting with one another
- d. students engaging and interacting with course material

[]

ONLINE STUDENT EVALUATION FORM FOR TEACHING FACULTY

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 Always 4 Often 3 Sometimes 2 Rarely 1 Never NA "Not Applicable" (I can't answer.)

My professor	5	4	3	2	1	NA	Comments
1. available on-line to answer questions as described in the syllabus.							
2. participates regularly in my course							
3. teaches and answers questions clearly.							
4. checks to see if I understand the material.							
5. presents online material in an organized way.							
6. encourages me to ask questions and participate.							
7. provides opportunities for me to interact with other students in the course.							
8. helps me understand the value and usefulness of the material that we are studying.							
9. encourages me to think and explore new ideas.							
10. tells the class what we are going to do and what we are expected to learn.							
11. treats all students respectfully.							
12. grades my papers, tests and other work within two weeks.							
13. responds to my work so I know how I am doing and how I can improve.							
14. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
15. helps me meet the goals and learning objectives of the course.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p> Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p> Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p> Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p> Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report: </p>	<p>Criteria-related input from dept. chair and/or dean: </p>	<p>Evaluatee comments—attach a separate sheet if necessary: </p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings—Excellent overall performance.
- Satisfactory Performance—Acceptable overall performance.
- Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

()	Chair/Evaluator	(print name)	(signature)	()	Date
()	Committee Member	(print name)	(signature)	()	Date
()	Committee Member	(print name)	(signature)	()	Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature

Division Dean: _____ Signature

Evaluator (if applicable): _____ Signature

Return completed original form to the college HR office. Copies to applicant and Division Office.

(Optional) Part-Time Faculty Evaluation Checklist for Evaluators

Name of Evaluatee

Pre-Evaluation Meeting

Date: _____

Time: _____

Location: _____

Evaluator	Observation	Student Evaluation
	Course/Section: Date: Time: Location:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evaluator (if more than one)	Observation	Student Evaluation
	Course/Section: Date: Time: Location:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Self-Evaluation	Date Received:
Due date:	
Post-Evaluation Meeting	Date:
	Time:
	Location:

X2.1.17 **SELF EVALUATION**

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

X2.1.17.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. textbooks readings, supplies, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Blackboard, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X2.1.17.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

X2.1.18 **IMPROVEMENT PLAN**

X2.1.18.1 If the Evaluator or Evaluation Committee determines that the faculty performance “needs improvement,” and if the part-time faculty member is to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.

- X2.1.18.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. The timeline shall not exceed three semesters from the date of development of the plan for completion of activities.
- X2.1.18.3 The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X2.1.18.4 The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X2.1.18.5 The Department shall conduct another evaluation when the improvement plan has been completed.

X2.1.18.6 Sample Improvement Plan Form

Improvement Plan

Faculty Member: _____	Date: _____	Evaluation Period: _____	From: _____	To: _____
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Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)
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Signatures:	
Faculty member being evaluated: _____	
Evaluation Committee Chair: _____	
Dean: _____	

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

Evaluation Guidebook
for
Probationary (Tenure-Track) Online
Classroom Faculty

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X2.2.1	Introduction and Contract Language regarding Implementation of Guidelines
X2.2.2	More Introductory Contract Language including Purpose of Evaluations
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X2.2.17	Online Student Evaluation Form (sample)
X2.2.18	Summary Evaluation Form
X2.2.19	Optional Checklist for Evaluators
X2.2.20	Self-Evaluation Worksheet and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Probationary (Tenure Track) Online Classroom Faculty. Probationary classroom faculty not teaching online, counselors, librarians, learning disability specialists, part-time and tenured faculty should consult different guidebooks (available online, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X2.2.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X2.2.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X2.2.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE TENURE REVIEW COMMITTEE

X.2.2.3.1 The Tenure Review process shall be conducted in adherence to the applicable Education Code (87663d).

X.2.2.3.2 The Tenure Review Committee (TRC) is charged with the responsibility of conducting the evaluation and shall be composed of three members: one regular faculty member chosen by the probationary faculty member; one regular faculty member chosen by the department/sub-area of which the probationary faculty member is a part (in the case of a one person department/subarea, this faculty member shall be chosen by the division/area of which the probationary faculty member is a part.); and one manager who is the immediate supervisor of the probationary faculty member or the dean of instruction/dean of student services/area dean. This manager shall be appointed by the president.

X.2.2.3.3 An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three years.

X.2.2.3.4 Responsibilities of Members of the TRC:

X.2.2.3.4.1 The TRC shall select a chair by majority vote whose responsibilities include the following:

- A) convening the TRC conferences at least two times each semester at mutually agreeable times: (1) a pre-evaluation conference; (2) if necessary, a progress evaluation conference after TRC members have completed classroom observation; (3) a post evaluation conference after all evaluations have been completed;
- B) ensuring that committee members and the evaluatee have appropriate forms;
- C) coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;
- D) adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;
- E) communicating evaluation results to the probationary faculty member;
- F) ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and
- G) ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.

X2.2.4 **ONLINE CLASSROOM OBSERVATION PROCEDURES**

X2.2.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. The first time a faculty member is being evaluated for an online course, the online evaluation must be completed by at least one evaluator who has demonstrated qualifications to teach online. It is recommended that to the extent possible the evaluation of all online faculty be conducted by evaluators with experience teaching online.

X2.2.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments, and other evidence of faculty/student interactions (such as discussion board posts, live web-conferencing archives, or other communications). The confidentiality of student work shall be maintained. During this conference (face to face or using web-conferencing) the evaluator will also be given an orientation to and instructions for navigating the online classroom (such as how to access external tools and proprietary materials, and how best to view interactions between faculty and students).

X2.2.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information Sheet to the evaluator. The evaluatee is responsible for granting "evaluator access" to the online classroom. The evaluator shall focus primarily on material outlined in the classroom observation plan form and on regular and substantive instructor-initiated

interactions and student-student interactions during only the 7-day period of the evaluation, but may access additional non-private material referenced during the evaluation period as needed. Gradebook review shall not be included in the evaluation.

- X2.2.4.4 The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors – at least one cumulative classroom or lab hour within a consecutive seven-day period).
- X2.2.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:
 - For probationary faculty, the evaluator(s) shall observe three class sections, at least two of which will be different courses when possible. Evaluatee will choose one class section and the committee will choose the other two. For faculty whose assignments regularly span more than one discipline or mode of delivery, the TRC will evaluate performance in each discipline/mode at least once during the probationary period.
- X2.2.4.6 The documentation used for classroom observation shall include narrative comments (see Online Classroom Observation Form).
- X2.2.4.7 Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.
- X2.2.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.
- X2.2.4.9 To determine the number of students “in attendance” during the observation, the evaluator will check to see how many students have logged in to the course during the 7- day observation period. Under “People” in Canvas, count “active” students during the week being observed. This is the number of students in attendance to be listed on the observation form.
- X2.2.4.10 For partially Online (Hybrid classes)
 - X2.2.4.10.1 If any regularly scheduled portion of the course will be online, the course will be considered hybrid for the purposes of the evaluation procedure. Online classes where the only in-person portion of the course involves exams given in person shall not be considered hybrid, but shall be treated as online classes for the purpose of evaluation.
 - X2.2.4.10.2 The first time a faculty member teaches a hybrid class, if the faculty member has never been evaluated teaching online in the past, Article 27.5 shall apply. (Note: 27.5 requires that first-time online faculty be evaluated and clarifies that process.)
 - X2.2.4.10.3 For hybrid classes, either the online or the in-person portion of a hybrid class or both may be evaluated, depending on the decision of the department and evaluatee following normal evaluation procedures. Once a faculty member has been evaluated for online instruction, future hybrid course evaluations may be treated as two courses (one online and one in-person) for the purposes of evaluation.
 - X2.2.4.10.4 Whenever possible, the same evaluator shall evaluate both delivery modes of the class, and the evaluation will reflect (in the comments section) the

connection between both delivery modes of the course.

X2.2.5 **ONLINE STUDENT EVALUATION PROCEDURE FOR PROBATIONARY CLASSROOM FACULTY**

- X2.2.5.1 The evaluator shall administer and collect student evaluation questionnaires.
- X2.2.5.2 For probationary faculty, student evaluations shall be conducted in two sections. The online section(s) shall be chosen according to the Classroom Observation Procedure.
- X2.2.5.3 The faculty member will choose when an evaluator will administer and collect student evaluations.
- X2.2.5.4 The evaluator administering the evaluations will send the evaluation form and instructions to the class at an agreed-upon time. The evaluator will explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be compiled and presented to the instructor. The evaluator shall collect the student responses and deliver the data to the appropriate manager or designee.
- X2.2.5.5 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- X2.2.5.6 The original student evaluation forms shall be confidentially maintained. If the probationary faculty member is awarded tenure, original student evaluations will be destroyed. If the probationary faculty member is denied tenure, student evaluations will be stored for at least five years after notification of tenure denial.

X 2.2.6 RIGHTS AND RESPONSIBILITIES OF EVALUATEES

X2.2.6.1 Rights

- X2.2.6.1.1 A probationary faculty member being considered for tenure is entitled to be informed of the procedures of the Tenure Review process, including all appeal processes and the basis upon which tenure decisions are made. The probationary faculty member must be informed of criteria- related expectations.
- X2.2.6.1.2 The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.
- X2.2.6.1.3 The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.
- X2.2.6.1.4 The probationary faculty member has the right to expect members of the TRC to adhere to the guidelines stipulated in this article and to expect that

they will strive to maintain objectivity, and ensure that any decisions regarding tenure are in agreement with the principles of academic freedom.

- X2.2.6.1.5 The probationary faculty member has the right to a confidential process.
- X2.2.6.1.6 The probationary faculty member may wish to select a peer advisor who shall serve as an independent advisor (or mentor) during the Tenure Review process. A peer advisor is a faculty member who volunteers to work with and advise the probationary faculty member.
- X2.2.6.1.7 The probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.
- X2.2.6.1.8 The peer advisor (mentor) could provide assistance to the candidate in areas such as the following:
 - A) teaching styles and strategies;
 - B) theories and styles of student learning;
 - C) cultural diversity issues related to student learning and teaching strategies;
 - D) district and college policies and procedures;
 - E) workshops, conferences, courses and classes;
 - F) introducing the candidate to colleagues; and
 - G) helping with student problems.
- X2.2.6.1.9 The peer advisor (or mentor) may not serve on the probationary faculty member's Tenure Review Committee during a semester in which he/she is functioning as the peer advisor or mentor.

X2.2.6.2 Responsibilities

- X2.2.6.2.1 The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.
- X2.2.6.2.2 The probationary faculty member is required to cooperate with the TRC in creating and implementing an improvement plan to address any identified weaknesses and to participate in the activities agreed upon in the plan.
- X2.2.6.2.3 In the case of vocational faculty who do not possess a bachelor's degree, the TRC and the probationary faculty member shall develop a plan for the completion of the degree within the probationary period if the bachelor's degree continues to be mandated law. The TRC shall establish a method for monitoring and documenting progress of the probationary faculty member.

X2.2.7 **GUIDELINES FOR EVALUATORS**

- X2.2.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X2.2.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or

unsubstantiated information.

- X2.2.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X2.2.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X2.2.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X2.2.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X2.2.7.7 Evaluators shall respect the confidentiality of the process.
- X2.2.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X2.2.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X2.2.7.10 Evaluators shall create a portfolio as follows:
 - X2.2.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X2.2.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X2.2.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form)
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;

- h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).
- X2.2.7.11 If an administrator chairs the TRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the TRC chair.
- X2.2.7.12 If a member of the TRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X1.2.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X2.2.8 SUMMARY REPORT

- X2.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:
- A) Consistently High Ratings
 - B) Satisfactory
 - C) Needs Improvement
 - D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores. Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations).

- X2.2.8.2 The TRC must submit to the president one of the recommendations listed below for each probationary faculty member at the end of each evaluation cycle. While each TRC member signs the summary report, the signature might not mean concurrence with the final recommendation of the TRC. (The signature section of the summary report for TRC members should signify participation but not necessarily agreement.)

X2.2.8.2.1 Grant Tenure

A probationary faculty member with "Consistently High Ratings" may be recommended by the TRC for tenure at any time during the four-year probationary period (Ed. Code Sec. 87608); a probationary faculty member with "Satisfactory Ratings" shall be recommended by the TRC for tenure during the fourth year. A probationary faculty member who receives "Needs Improvement" in the faculty member's seventh semester or fourth year may be recommended by the TRC for tenure.

X2.2.8.2.2 Continuation in Probationary Status

A probationary faculty member who meets standards of performance at the end of the first and second years shall be recommended by the TRC to continue in probationary status. A probationary faculty member who receives "Needs Improvement" may be recommended by the TRC to continue in Probationary Status.

X2.2.8.2.3 Termination of Service

A probationary faculty member who receives "Needs Improvement" may be recommended by the TRC for termination. A probationary faculty member who is given an "Unsatisfactory Performance" shall be recommended by the TRC for termination.

X2.2.9 TIMETABLE AND ACTIVITIES

X2.2.9.1 Probationary faculty members shall be evaluated during the first, second, third, fifth and seventh semesters. All full-time faculty hired to begin service mid-year (that is, in a spring semester) shall be evaluated during the second, third, fourth, sixth, and eighth semesters of service. All other conditions of the faculty evaluation policy shall remain unchanged. All faculty hired mid-year may be evaluated during their first semester at the discretion of the department, using the part-time evaluation procedures.

X2.2.9.2 While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.13.2.1.2 if the timetable variation materially impacted the evaluation.

X2.2.9.3 The following schedule shall serve as a guide in completing the evaluation process:

X2.2.9.3.1 August-September/January-February

Evaluators are selected. Orientation to evaluation for the Tenure Review Committee (TRC) and probationary faculty members is conducted.

X2.2.9.3.2 September/February

Tenure Review Committee (TRC) will conduct a preevaluation conference to obtain materials and information from the probationary faculty member, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In the second and succeeding evaluations the TRC will review the previous evaluation to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X2.2.9.3.3 September-November/February-April

Classroom and/or workplace observations occur. Prior to each class observation, the evaluatee shall complete the Classroom Observation Plan. TRC members will complete the appropriate classroom observation forms and conduct follow-up conference(s) with evaluatee to review observations.

X2.2.9.3.4 September-November/February-April

Student evaluations are conducted.

If necessary, a progress evaluation conference between the TRC and the probationary faculty to discuss classroom evaluations and observations will occur. If any of the evaluators perceives a serious problem with the evaluatee's performance, the evaluator shall contact the chair of the TRC. If the TRC decides that a serious problem exists, it will meet with the

probationary faculty member and develop specific recommendations to address the serious problem(s). If the TRC so determines, these recommendations may provide for additional observations by one or more members of the committee. These recommendations will be added to the portfolio.

X2.2.9.3.5 November/April

Probationary faculty member completes the Self Evaluation Report and submits it to the TRC chair. The manager on the TRC and the United Faculty vice-president may review the personnel file of the probationary faculty member and forward all criteria-related documents in the file to the TRC for review. The TRC may receive input that is relevant to the criteria from the Department Chair (if applicable).

X2.2.9.3.6 December/May

X2.2.9.3.6.1 Post-evaluation conferences: The TRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

The person writing the summary report in conjunction with the TRC members completes the summary report, and, if necessary, discusses the development of an improvement plan. The summary report represents and reflects the views of each and every team member.

X2.2.9.3.6.2 The TRC holds a post-evaluation conference with the probationary faculty member to discuss all aspects of the evaluation, including the summary report and the development of an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X2.2.9.3.6.3 The Evaluation Portfolio shall be forwarded to the college president.

X2.2.9.3.6.4 The President reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The President may disagree with the TRC's recommendation. Once the President has made a tentative decision, s/he shall inform the TRC of her/his recommendation if it differs from the TRC's recommendation, prior to submitting the summary report to the chancellor. If the TRC wishes to discuss the President's recommendation, the committee and the president shall meet. After the meeting, if the TRC disagrees with the President's recommendation, the committee may attach a written statement of its recommendation to the summary report, which shall be forwarded to the chancellor.

X2.2.9.3.6.5 The President submits the summary report to the Chancellor.

In cases where the Chancellor receives conflicting recommendations from the president and the TRC, the chancellor shall request to review the evaluation portfolio and shall meet with the TRC and the college president to reconcile the differences. If a reconciliation cannot be reached, the summary report shall be forwarded to the governing board with the chancellor's recommendation for tenure, continuation in probationary status, or dismissal of the probationary faculty member.

X1.2.9.3.6.6 The Chancellor submits recommendations to the governing board.

The Governing Board shall make the final decision for the probationary faculty member to be granted tenure, to continue in probationary status, or to be dismissed.

X2.2.9.3.6.7 The Chancellor returns the summary report to the president who places the report into the evaluation portfolio and ensures that the portfolio is placed in the personnel file of the probationary faculty member.

X2.2.10 **IMPROVEMENT PLAN**

X2.2.10.1 If level of performance on the summary evaluation form is less than satisfactory, a specific plan for performance-improvement shall be developed by the TRC in consultation with the probationary faculty member. The division dean or designee, in consultation with the department chair, shall monitor activities listed on the improvement plan to ensure timely completion. UF shall be notified by the chair of the TRC of the intent to give an improvement plan. At the post-evaluation conference, the evaluatee shall be informed of his or her right to union representation, and the evaluatee shall have 10 faculty service days to sign the improvement plan. Signature indicates receipt but not necessarily agreement.

X2.2.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. It The improvement plan may identify available resources such as (but not limited to, staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

Signatures:	
Faculty member being evaluated: _____	
Evaluation Committee Chair: _____	
Dean: _____	

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X2.2.11 **PROGRESS REPORTS**

- X.2.2.11.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.
- X.2.2.11.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.
- X.2.2.11.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.
- X.2.2.11.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X.2.2.11.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X.2.2.11.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X.2.2.11.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X.2.2.11.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X.2.2.11.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X.2.2.11.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

SAMPLE IMPROVEMENT PLAN PROFRESS REPORT FORM

Improvement Plan Progress Report Form	
Faculty Member (Evaluatee): _____	Date of Improvement Plan: _____
Date of Progress Report _____	
Manager (Vice President or Designee) Completing Progress Report _____	
Department Chair: _____	

Summary of Previous Evaluations
--

Summary of Concerns Articulated in Improvement Plan
--

Summary of Progress Made in Responding to Areas of Concern

Summary of How the Evaluatee Has Met Professional Responsibilities

Signatures:
Manager (Vice President or Deisgnee): _____
Department Chair: _____

The Progress Report should be sent to the College President no later than February 1 of the year in which it is written. A copy should also be sent to the evaluatee and the evaluatee's department chair. The Progress Report will be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.

X2.2.12 **INSTITUTIONAL SUPPORT**

The college, district or both shall provide support for the probationary faculty member during the Tenure Review process. Support shall include, but not be limited to, the following areas: (1) an orientation to the Tenure Review process at the beginning of the first contract; (2) a limit of four preparations per year during the first year; (3) orientation to department/subarea/division/area/college guidelines and procedures; (4) an appropriate and adequate professional development alternatives for probationary faculty if recommended by Tenure Review Committee. Support may also include a peer advisor.

Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X2.2.13 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an online training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

X2.2.13.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.

X2.2.12.2 The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.

X2.2.12.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.

X2.2.12.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.

X2.2.12.5 Every tenured faculty member must attend an orientation once every three years.

X2.2.13 **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X2.2.13.1 Available Procedures

X2.2.13.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however,

complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X 2.2.13.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X2.2.13.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X2.2.13.2 Specifics of Appeals Process

X2.2.13.2.1 Limitations of the Appeals Process

X2.2.13.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X2.2.13.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article. The allegations may include failure to follow the established timetable and failure to use the criteria delineated in this article. Any allegation of a procedural violation that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X2.2.13.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X2.2.13.2.2 Steps in the Appeals Process

X2.2.13.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

- X2.2.13.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.
- X2.2.13.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.
- X2.2.13.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X2.2.13.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X2.2.13.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X2.2.13.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X2.2.13.2.3 Composition of the Due Process Panel

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X2.2.13.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.I4.1a.

X2.2.14

PERFORMANCE CRITERIA FOR PROBATIONARY CLASSROOM FACULTY

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

The counselor, librarian, learning disabilities specialist, and physical disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors. S/he shall also be evaluated for his/her other professional responsibilities.

The following criteria shall be used in the evaluation of all probationary teaching faculty. (All criteria are either observable or measurable through peer, student, management, or self evaluation or materials contained in the portfolio.)

- X2.2.14.1 Demonstrate competence in the design and delivery of online course(s) and in other responsibilities included in the teaching load assignment
 - X2.2.14.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record.
 - X2.2.14.1.2 Include in the syllabus a description of course content, contact information (including communication and participation policies), the times, mode, and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information, such as technology/computer readiness requirements and accessibility support.
 - X2.2.14.1.3 Provide orientation materials and resources for students to help them prepare for and navigate the online course.
 - X2.2.14.1.4 Provide regular and effective interaction between instructor and students and among students.
 - X2.2.14.1.5 Provide instruction appropriate to the units offered for the course in keeping with the schedule provided to the students.
 - X2.2.14.1.6 At an appropriate point in each instructional module, make a clear statement of the learning objective(s) for the unit/module/session/lesson.
 - X2.2.14.1.7 Provide online access to necessary material, and present material in an organized, clear manner.
 - X2.2.14.1.8 Present material at a level appropriate to the course.
 - X2.2.14.1.9 Display expertise in subject matter appropriate to the assigned discipline(s).
 - X2.2.14.1.10 When presenting controversial material, do so in a balanced manner acknowledging contrary views.

- X2.2.14.1.11 When appropriate, combine methods and modalities of instruction (such as text, audio, video, images and/or graphics, etc.).
 - X2.2.14.1.12 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.
 - X2.2.14.1.13 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
 - X2.2.14.1.14 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
 - X2.2.14.1.15 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
 - X2.2.14.1.16 Assess students as specified in the course syllabus.
 - X2.2.14.1.17 Provide regular feedback to students.
 - X2.2.14.1.18 Consistently grade and/or comment on course work and return to students within two weeks of submission for a full-term course, or the equivalent amount of time for a shorter-term course.
- X2.2.14.2 Recognize the rights of students.
- X2.2.14.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X2.2.14.2.2 Recognize the right of students to express online points of view different from the instructor's.
 - X2.2.14.2.3 Maintain an effective learning environment while treating students fairly and respectfully.
 - X2.2.14.2.4 Be attentive to student questions and comments, and be clear and precise in response.
 - X2.2.14.2.5 Provide clear guidelines with regards to student-faculty communications and what students can expect with regards to how quickly faculty will respond to communications.
- X2.2.14.3 Participate in non-classroom professional responsibilities.
- X2.2.14.3.1 Attend required management-called meetings.
 - X2.2.14.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third and fourth years only and permitted in the second year. (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
 - X2.2.14.3.3 Maintain regular and timely office hours as specified in this contract, and clearly communicate to students the best ways to get extra help outside of class.

- X2.2.14.3.4 Participate in curriculum development and course outline of record revision.
- X2.2.14.3.5 Participate in the evaluation process in a professional and timely manner.
- X2.2.14.3.6 Participate in professional growth activities beginning the second year and thereafter. These may include the following:
- A) participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced coursework related to the discipline, creating and maintaining professional contacts, and occupational training;
 - B) serving on college, district, and/or statewide committees; and
 - C) participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area.
- X.2.2.14.3.7 The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.
- X.2.2.14.3.8 The District the UF recognize that compliance and student authentication issues are particularly important to online instruction and agree that faculty and management will work cooperatively to ensure that online courses comply with all regulatory requirements.

Classroom Observation Form for Online Teaching Faculty

<u>Evaluatee</u> _____	Course/Section Observed _____	# Students Registered _____	
<u>Evaluator</u> _____	Date/Time _____	# Students Present _____	

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

	5					4			3			2			1			NA	Comments	
	excellent	above average	average	below average	poor	5	4	3	2	1	5	4	3	2	1	5	4			3
1. Objectives: At an appropriate location in the unit/module, the professor made a clear statement of the learning objective(s) for the unit/module/session/lesson connected to the Student Learning Outcomes of the course.																				
2. Preparation: The professor provided students with online access to all necessary materials for the lesson or assignment, appropriate to the contact hours of the period observed.																				
3. Organization: The professor presented the material in an organized manner and provided clear and consistent guidance about access to and navigation of course content related to the 7-day evaluation period.																				
4. Clarity: The professor presented instructional material clearly.																				
5. Expertise: The professor displayed expertise in the subject.																				
6. Class Level: The professor presented material at a level appropriate to the course.																				
7. Teaching methods: The professor provided instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process. When appropriate, the professor combined methods and modalities of instruction (such as text, audio, video, images and/or graphics, etc.)																				
8. Respect: The professor treated all students respectfully.																				
9. Controversial material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.																				

<p>10. Comprehension/Interaction: The professor provided regular instructor-initiated substantive interaction and instruction (appropriate to the units offered for the course) including periodically checking student interaction and understanding and modifying teaching strategies as necessary.</p>	<p>11. Responsiveness: The professor was attentive to student questions and/or comments and provided clear explanation and examples.</p>	<p>12. On-Line Class Management: The professor demonstrated appropriate technical skills necessary for managing an on-line class, including making all materials accessible in compliance with regulations, and created a structure that encourages student/student and student/faculty interaction.</p>						
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Non-Classroom Observations

<p>13. Course Outline: The professor's syllabus conforms to the existing course outline of record.</p>	<p>14. Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, the means by which students will be evaluated, grading standards, and other relevant information.</p>	<p>15. Evaluation Process: The Professor participated in the evaluation process in a professional and timely manner.</p>	<p>16. Professional Obligations: The professor meets professional obligations outside of class (submits rosters and grades on time, etc.).</p>								
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Online Classroom Observation Plan

(To be completed by the evaluatee prior to the online classroom visit)

Course _____ Section _____

Date of visit (beginning and ending – consecutive seven-day period) _____

Number of students enrolled _____

Evaluatee _____

Evaluator _____

Please attach your course syllabus.

1. State the objective(s) of the class for this seven-day evaluation period (and indicate where this is communicated to students.)

2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

3. Explain how the content of this evaluation period fits into the overall course.

4. Describe where in your online class your evaluator can observe regular and substantive interaction between instructor and students and among students, including but not limited to:

- a. feedback to students about their work
- b. responses to student questions
- c. students interacting with one another
- d. students engaging with and interacting with course material

ONLINE STUDENT EVALUATION FORM FOR TEACHING FACULTY

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 Always
4 Often
3 Sometimes
2 Rarely
1 Never
NA “Not Applicable” (I can’t answer.)

My professor	5	4	3	2	1	NA	Comments
1. available on-line to answer questions as described in the syllabus.							
2. participates regularly in my course							
3. teaches and answers questions clearly.							
4. checks to see if I understand the material.							
5. presents online material in an organized way.							
6. encourages me to ask questions and participate.							
7. provides opportunities for me to interact with other students in the course.							
8. helps me understand the value and usefulness of the material that we are studying.							
9. encourages me to think and explore new ideas.							
10. tells the class what we are going to do and what we are expected to learn.							
11. treats all students respectfully.							
12. grades my papers, tests and other work within two weeks.							
13. responds to my work so I know how I am doing and how I can improve.							
14. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
15. helps me meet the goals and learning objectives of the course.							

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings—Excellent overall performance.
- Satisfactory Performance—Acceptable overall performance.
- Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

	Chair/Evaluator (print name)	_____ (signature)		Date
	Committee Member (print name)	_____ (signature)		Date
	Committee Member (print name)	_____ (signature)		Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Summary Evaluation Form for Faculty

<u>Evaluatee:</u>	Date of hire:	Evaluation Semester: FALL SPRING SUMMER	Evaluation Year:
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Check Faculty Status: Tenured Full-time Faculty Probationary (Tenure Track) Faculty Part-time Faculty

Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation):

Summary of previous evaluation (available in Division Office), if applicable	
Summary of student evaluations – attach summary of scores and typed comment (provided by Division Office)	
Summary of classroom/workplace observations – attach observation forms and comments	

<p>Summary of self-evaluation – attach self evaluation report</p>	<p>Criteria-related input from dept. chair and/or dean</p>	<p>Evaluatee comments – attach a separate sheet if necessary</p>
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Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____
Signature _____

Division Dean: _____
Signature _____

Evaluator (if applicable): _____
Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

Tenure Review Committee (TRC) for

Name of Evaluatee

Pre-Evaluation Meeting (date/time/location): _____

Committee Members	Observations (of at least two different courses when possible; evaluatee chooses one)	Student Evaluations? (2 required)
1. Member selected by evaluatee (tenured faculty member or ed. manager): Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
2. Member selected by department (tenured faculty member): Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
3. Management representative: Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No

Self-Evaluation due	Date:
Post-Evaluation meeting Part 1 (TRC only) to develop summary and compile portfolio	Date: Time: Location:
Post-Evaluation meeting Part 2 (with evaluatee)	Date: Time: Location:

X2.2.20 **SELF EVALUATION**

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

X2.2.20.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. textbooks readings, supplies, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Blackboard, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X2.2.20.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Tenured On-Line Classroom Faculty

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X2.3.20	Self-Evaluation Worksheet and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Tenured On-Line Classroom Faculty. Tenured classroom faculty not teaching on-line, counselors, librarians, learning disability specialists, part-time and probationary (tenure track) faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X2.3.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994-and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X2.3.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X2.3.3 **COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE**

X2.3.3.1 The peer review process shall be conducted in adherence to the applicable Education Code (87663d).

X2.3.3.2 The Peer Review Committee (PRC) is charged with the responsibility of conducting the evaluation and shall be composed of two members; one regular faculty member or educational manager chosen by the evaluatee; and one regular faculty member chosen by the department/sub-area or in the case of a one person department/subarea, one regular faculty member chosen by the division/area of which the evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.

X2.3.3.3 An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years.

X2.3.3.4 Responsibilities of Members of the PRC:

- X2.3.3.4.1 The PRC shall elect its own chair whose responsibilities include the following:
- A) convening the PRC conferences at least two times each semester at mutually agreeable times: a pre-evaluation conference a post-evaluation conference after all evaluations have been completed;
 - B) coordinating student evaluations, classroom observations, and observations of counselors, librarians, learning disabilities specialists, and physical disabilities specialists;
 - C) adhering to the specified timetable for the evaluation process;
 - D) communicating evaluation results to the evaluatee;
 - E) completing the summary checklist and summary report;
 - F) ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
 - G) ensuring that the committee determines whether other duties related to the evaluatee's teaching load ought to be addressed/evaluated.
- X2.3.3.4.2 If a member of the PRC must resign from the committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X2.3.3.2. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

X2.3.4 **ON-LINE CLASSROOM OBSERVATION PROCEDURES**

- X2.3.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. It is recommended that to the extent possible the evaluation of on-line faculty be conducted by evaluators with experience teaching on-line.
- X2.3.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments, and other evidence of faculty/student interactions (such as discussion board posts, live web-conferencing archives, or other communications). The confidentiality of student work shall be maintained. During this conference (face- to-face or using web-conferencing) the evaluator will also be given an orientation to and instructions for navigating the online classroom (such as how to access external tools and proprietary materials, and how best to view interactions between faculty and students).
- X2.3.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information Sheet to the evaluator. The evaluatee is responsible for granting the evaluator(s) evaluator access to the online classroom. The evaluator shall focus primarily on material outlined in the classroom observation plan form and on regular and substantive instructor-initiated interactions and student-student interactions during

only the 7-day period of the evaluation, but may access additional non-private material referenced during the evaluation period as needed. Gradebook review shall not be included in the evaluation.

- X2.3.4.4 The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors – at least one cumulative classroom or lab hour within a consecutive seven-day period)
- X2.3.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:
 - For tenured faculty, the evaluators shall observe two sections (different courses when possible), one to be selected by the evaluatee and one by the PRC. For faculty whose assignments regularly span more than one discipline or mode of delivery the PRC may evaluate performance in each discipline/mode at least once during the probationary period.
- X2.3.4.6 The documentation used for classroom observation shall include narrative comments (see On-Line Classroom Observation Form).
- X2.3.4.7 Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.
- X2.3.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.
- X2.3.4.9 To determine the number of students “in attendance” during the observation, the evaluator will check to see how many students have logged in to the course during the 7- day observation period. Under “People” in Canvas, count “active” students during the week being observed. This is the number of students in attendance to be listed on the observation form.

X2.3.5 **ON-LINE STUDENT EVALUATION PROCEDURE FOR TENURED CLASSROOM FACULTY**

- X2.3.5.1 The evaluator shall administer and collect student evaluation questionnaires.
- X2.3.5.2 For tenured faculty, student evaluations shall be conducted from at least thirty students or no more than two sections. The faculty member shall choose the on-line section(s) in which the evaluations shall be conducted.
- X2.3.5.3 The faculty member will choose when an evaluator will administer and collect student evaluations.
- X2.3.5.4 The evaluator administering the evaluations will send the evaluation form and instructions to the class at an agreed-upon time. The evaluator will explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be compiled

and presented to the instructor. The evaluator shall collect the student responses and deliver the data to the appropriate manager or designee.

X2.3.5.5 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

X2.3.5.6 The original student evaluation forms shall be confidentially maintained.

In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.

X2.3.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X2.3.6.1 Rights

X2.3.6.1.1 The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.

X2.3.6.1.2 The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee's job.

X2.3.6.1.3 The evaluatee shall have the right to have any job performance deemed to "needs improvement" specifically communicated to her/him in writing and based on the job-related criteria.

X2.3.6.1.4 The evaluatee has the right to expect members of the PRC to adhere to guidelines stipulated in this article and to expect that they will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.

X2.3.6.1.5 the evaluatee has the right to a confidential process.

X2.3.6.2 Responsibilities

X2.3.6.2.1 The evaluatee is required to attend scheduled meetings with the PRC.

X2.3.6.2.2 The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed "needs improvement."

X2.3.6.2.3 The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.

X2.3.7 **GUIDELINES FOR EVALUATORS**

X2.3.7.1 Evaluators shall read all materials and follow guidelines and timetables.

- X2.3.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X2.3.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X2.3.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X2.3.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X2.3.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X2.3.7.7 Evaluators shall respect the confidentiality of the process.
- X2.3.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X2.3.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X2.3.7.10 Evaluators shall create a portfolio as follows:
- X2.3.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X2.3.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X2.3.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;

- g. job announcement for probationary faculty members;
- h. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted)

X2.3.7.11 If a member of the PRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X2.3.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X2.3.8 **SUMMARY REPORT**

X1.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X2.2.13.2.1.2

X2.3.9 **TIMETABLE AND ACTIVITIES**

X2.3.9.1 Each regular faculty member shall be evaluated every sixth semester. In the event that a faculty member is on leave or serving full-time in an administrative capacity during his/her regularly scheduled evaluation semester, the evaluatee shall be evaluated during the first year that the evaluatee returns to duties as an instructor, counselor, librarian, or learning disabilities specialist

X2.3.9.2 A probationary faculty member who achieves tenure shall be evaluated as a regular faculty member in the third year after being granted tenure.

X2.3.9.3 For a faculty member teaching in an "AC" contract assignment outside her/his "A" contract discipline(s), the "AC" department/subarea shall have the option to evaluate that faculty member independent of the faculty member's regular evaluation and not more often than specified in the part-time evaluation policy.

While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X2.3.13.2.1.2 if the timetable variation materially impacted the evaluation.

X2.3.9.4 The following schedule shall serve as a guide in completing the evaluation process:

X2.3.9.4.1 August-September/January-February

Evaluators are selected. Orientation to evaluation for the Tenure Review Committee (TRC) and probationary faculty members is conducted.

X2.3.9.4.2 September/February

Tenure Review Committee (TRC) will conduct a pre-evaluation conference to obtain materials and information from the probationary faculty member, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In the second and succeeding evaluations, the TRC will review the previous evaluation to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X2.3.9.4.3 September-November/February-April

X2.3.9.4.3.1 Classroom observations for teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialists by PRC members occur.

X2.3.9.4.3.2 Prior to the class observation, the evaluatee shall complete the on-line classroom observation plan.

X2.3.9.4.3.3 PRC members will complete the observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s).

X2.3.9.4.3.4 Student evaluations are conducted.

X2.3.9.4.3.5 If requested by the evaluatee, the evaluator shall make a second classroom observation and complete an observation form on that second observation before the end of the ninth week. If the evaluatee desires, a third peer will be chosen by the PRC to enter the process at this point. The third peer's observation and observation form must be completed before the end of the eleventh week of the semester. Information from all observations shall be included in the summary report.

X2.3.9.4.4 November/April

X2.3.9.4.4.1 Evaluatee completes self evaluation and submits to PRC chair.

X2.3.9.4.4.2 Post-evaluation conferences

The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio

X2.3.9.4.4.3 The PRC chair in conjunction with the PRC members completes the summary report, and, if necessary, discusses the development of an improvement plan.

X2.3.9.4.4.4 The PRC holds a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation, including the summary report and the development an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X2.3.9.4.4.5 The evaluation portfolio shall be forwarded to the appropriate dean of instruction/dean of student services/area dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X2.3.10 **IMPROVEMENT PLAN**

X2.3.10.1 If the PRC determines that the faculty performance “needs improvement,” a specific plan for performance improvement shall be developed by the PRC in consultation with the evaluatee using the Improvement Plan Form.

X2.3.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. # The improvement plan may identify available resources such as (but not limited to staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the faculty member’s portfolio.

X 2.3.10.3 The committee and the evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.

X2.3.10.4 The division dean or designee, in consultation with the department chair, shall monitor activities listed on the improvement plan to ensure timely completion. UF shall be notified by the chair of the TRC of the intent to give an improvement plan. At the post-evaluation conference, the evaluatee shall be informed of his or her right to union representation, and the evaluatee shall have 10 faculty service days to sign the improvement plan. Signature indicates receipt but not necessarily agreement.

X2.3.10.5 The committee shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)
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<p>Signatures:</p> <p>Faculty member being evaluated: _____</p> <p>Evaluation Committee Chair: _____</p> <p>Dean: _____</p>
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Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X2.3.11 **MANAGEMENT PARTICIPATION IN THE EVALUATION OF TENURED FACULTY**

If management believes substantial evidence exists that a faculty member is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty member. Before a management evaluation is initiated, management must notify the faculty member to be evaluated and United Faculty in writing that an evaluation is to occur. Once the notification has been given, management must give the faculty member twenty-four hour notice of any classroom observation that is to occur.

X2.3.12 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X2.3.12.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X2.3.12.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X2.3.12.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X2.3.12.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X2.3.12.5 Every tenured faculty member must attend an orientation once every three years.

X2.3.13 **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X2.3.13.1 Available Procedures

X2.3.13.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X2.3.13.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X2.3.13.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X2.3.13.2 Specifics of Appeals Process

X2.3.13.2.1 Limitations of the Appeals Process

X2.3.13.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X2.3.13.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X2.3.13.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X2.3.13.2.2 Steps in the Appeals Process

X2.3.13.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X2.3.13.2.2.2 Once the complaint is received, the chair must notify the

members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

- X2.3.13.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.
- X2.3.13.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X2.3.13.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X2.3.13.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X2.3.13.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X2.3.13.2.3 Composition of the Due Process Panel

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X2.3.13.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.I4.1a.

X2.3.14

PERFORMANCE CRITERIA FOR TENURED CLASSROOM FACULTY

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

The counselor, librarian, learning disabilities specialist, and physical disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

The following criteria shall be used in the evaluation of all tenured teaching faculty. (All criteria are either observable or measurable through peer, student, or self evaluation or materials contained in the portfolio.)

- X2.3.14.1 Demonstrate competence in the design and delivery of on-line course(s) and in other responsibilities included in the teaching load assignment.
 - X2.3.14.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record.
 - X2.3.14.1.2 Include in the syllabus a description of course content, contact information, the times and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.
 - X2.3.14.1.3 Provide orientation materials and resources for students to help them prepare for and navigate the on-line course.
 - X2.3.14.1.4 Provide regular and effective interaction between instructor and students and among students.
 - X2.3.14.1.5 Provide instruction appropriate to the units offered for the course in keeping with the schedule provided to the students.
 - X2.3.14.1.6 At an appropriate point in each instructional module, make a clear statement of the learning objective(s) for the unit/module/session/lesson.
 - X2.3.14.1.7 Provide online access to necessary material, and present material in an organized, clear manner.
 - X2.3.14.1.8 Present material at a level appropriate to the course.
 - X2.3.14.1.9 Display expertise in subject matter appropriate to the assigned discipline(s).
 - X2.3.14.1.10 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
 - X2.3.14.1.11 When appropriate, combine methods and modalities of instruction (such as text, audio, video, images and/or graphics, etc.).

- X2.3.14.1.12 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.
 - X2.3.14.1.13 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
 - X2.3.14.1.14 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
 - X2.3.14.1.15 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
 - X2.3.14.1.16 Assess students as specified in the course syllabus.
 - X2.3.14.1.17 Provide regular feedback to students.
 - X2.3.14.1.18 Consistently grade and/or comment on course work and return to students within two weeks of submission for a full-term course, or the equivalent amount of time for a shorter-term course.
- X2.3.14.2 Recognize the rights of students.
- X2.3.14.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X2.3.14.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X2.3.14.2.3 Manage classroom to maintain an effective learning environment while treating students fairly and respectfully.
 - X2.3.14.2.4 Be attentive to student questions and comments, and be clear and precise in response.
- X2.3.14.3 Participate in non-classroom professional responsibilities.
- X2.3.14.3.1 Attend required management called meetings.
 - X2.3.14.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
 - X2.3.14.3.3 Maintain regular and timely office hours as specified in this contract.
 - X2.3.14.3.4 Participate in curriculum development and course outline of record revision.
 - X2.3.14.3.5 Participate in the evaluation process in a professional and timely manner.
 - X2.3.14.3.6 Participate in professional growth activities. These may include the following:
 - A) participating in activities designed to enhance professional

performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;

- B) serving on college, district, and/or statewide committees; and
- C) participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area.
- D) participating in matriculation advising, peer or student mentoring, or peer evaluation.

<i>Classroom Observation Form for Online Teaching Faculty</i>					
Evaluatee: <u> </u> First, Last Name	Course/Section Observed: Click here	# Students Registered: <u> </u> #			
Evaluator: <u> </u> First, Last Name	Date/Time: <u> </u> / <u> </u> / <u> </u>	# Students Present: <u> </u> #			
<p>On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. <u>Attach additional comments as necessary.</u></p>					
5	4	3	2	1	NA
Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Objectives		Rating		Comments	
1. Objectives: At an appropriate location in the unit module, the professor made a clear statement of the learning objective(s) for the unit/module/session/lesson connected to the Student Learning Outcomes of the course.		Select Rating...		Click here to enter text.	
2. Preparation: The professor provided students with online access to all necessary materials for the lesson or assignment, appropriate to the contact hours of the period observed.		Select Rating...		Click here to enter text.	
3. Organization: The professor presented the material in an organized manner and provided clear and consistent guidance about access to and navigation of course content related to the 7-day evaluation period.		Select Rating...		Click here to enter text.	
4. Clarity: The professor presented instructional material clearly.		Select Rating...		Click here to enter text.	
5. Expertise: The professor displayed expertise in the subject.		Select Rating...		Click here to enter text.	
6. Class Level: The professor presented material at a level appropriate to the course.		Select Rating...		Click here to enter text.	
7. Teaching methods: The professor provided instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process. When appropriate, the professor combined methods and modalities of instruction (such as text, audio, video, images and/or graphics etc.).		Select Rating...		Click here to enter text.	

<p>8. Controversial material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.</p>	<p>[Select Rating...]</p>	
<p>9. Comprehension/Interaction: The professor provided regular instructor-initiated substantive interaction and instruction (appropriate to the units offered for the course) including periodically checking student interaction and understanding, and modifying teaching strategies as necessary.</p>	<p>[Select Rating...]</p>	
<p>10. Responsiveness: The professor was attentive to student questions and/or comments and provided clear explanation and examples.</p>	<p>[Select Rating...]</p>	
<p>11. Online Class Management: The professor demonstrated appropriate technical skills necessary for managing an online class, including making all materials accessible in compliance with regulations, and created a structure that encourages student/student and student/faculty interaction.</p>	<p>[Select Rating...]</p>	

Non-Classroom Observations

	<p style="text-align: center;">Rating</p>	<p style="text-align: center;">Comments</p>
<p>13. Course Outline: The professor's syllabus conforms to the existing course outline of record.</p>	<p>[Select Rating...]</p>	
<p>14. Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, the means by which students will be evaluated, grading standards, and other relevant information.</p>	<p>[Select Rating...]</p>	
<p>15. Evaluation Process: The professor participated in the evaluation process in a professional and timely manner.</p>	<p>[Select Rating...]</p>	
<p>16. Professional Obligations: The professor meets professional obligations outside of class (submits rosters and grades on time, etc.)</p>	<p>[Select Rating...]</p>	

Online Classroom Observation Plan

(To be completed by the evaluatee prior to the classroom visit)

Course: | |

Section: [|]

Date of visit (beginning and ending—consecutive seven-day period): [|]

Number of students enrolled: [|]

Evaluatee: | |

Evaluator: | |

Please attach your course syllabus.

1. State the objective(s) of the class for this seven-day evaluation period (and indicate where this is communicated to students.)

[|]

2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

[|]

3. Explain how the content of this evaluation period fits into the overall course.

[|]

4. Describe where in your online class your evaluator can observe regular and substantive interaction between the professor and students and among students, including but not limited to:

a. feedback to students about their work

b. responses to student questions

c. students interacting with one another

d. students engaging and interacting with course material

[|]

ONLINE STUDENT EVALUATION FORM FOR TEACHING FACULTY

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 Always 4 Often 3 Sometimes 2 Rarely 1 Never NA "Not Applicable" (I can't answer.)

My professor	5	4	3	2	1	NA	Comments
1. available on-line to answer questions as described in the syllabus.							
2. participates regularly in my course							
3. teaches and answers questions clearly.							
4. checks to see if I understand the material.							
5. presents online material in an organized way.							
6. encourages me to ask questions and participate.							
7. provides opportunities for me to interact with other students in the course.							
8. helps me understand the value and usefulness of the material that we are studying.							
9. encourages me to think and explore new ideas.							
10. tells the class what we are going to do and what we are expected to learn.							
11. treats all students respectfully.							
12. grades my papers, tests and other work within two weeks.							
13. responds to my work so I know how I am doing and how I can improve.							
14. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
15. helps me meet the goals and learning objectives of the course.							

Summary Evaluation Form for Faculty

Evaluatee: [] []	Date of hire: [] [] [] []	Evaluation Sem/Year: [] []
<p> Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p> Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p> Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p> Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report: </p>	<p>Criteria-related input from dept. chair and/or dean: </p>	<p>Evaluatee comments—attach a separate sheet if necessary: </p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings**—Excellent overall performance.
- Satisfactory Performance**—Acceptable overall performance.
- Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance**—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

	Chair/Evaluator	(print name)	_____	(signature)	_____	Date	
	Committee Member	(print name)	_____	(signature)	_____	Date	
	Committee Member	(print name)	_____	(signature)	_____	Date	

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

- Grant Tenure** Continue in Probationary Status Termination of Service
- Resolution (To be completed by college president)**
- Grant Tenure** Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Summary Evaluation Form for Faculty
APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

Peer Review Committee (PRC) for

Name of Evaluatee

Pre-Evaluation Meeting (date/time/location): _____

Committee Members	Observations (1 course selected by evaluatee; 1 selected by PRC)	Student Evaluations? (at least 30 students or no more than 2 sections)
1. Member selected by evaluatee: (committee chair? Y N)	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
2. Member selected by department: (committee chair? Y N)	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No

Self-Evaluation due	Date:
Post-Evaluation meeting Part 1 (PRC only) to develop summary and portfolio	Date: Time: Location:
Post-Evaluation meeting Part 2 (with evaluatee)	Date: Time: Location:

X2.3.20 **SELF EVALUATION**

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

X2.3.20.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. textbooks readings, supplies, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Blackboard, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students’ interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X2.3.20.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Part-Time Counselors

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X3.1.15	Self-Evaluation Worksheet for Counselors and Procedure for Completing the Self-Evaluation Report
X3.1.16	Improvement Plan and Sample Improvement Plan Form

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of part-time counselors. Part-time classroom faculty, librarians, learning disability specialists, faculty who teach on-line, probationary and full-time faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean. The forms and procedures for part-time faculty also apply to Emeritus faculty.

X3.1.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X3.1.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X3.1.3 **EVALUATION PROCESS**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). Part-time faculty will have two evaluators during the seventh semester, as per Article 25.2.

For part-time faculty, the evaluation process will be conducted by one regular faculty member appointed by the department/subarea (except for the seventh semester evaluation when there will be two regular faculty members appointed). Management shall have the right to assign an educational manager to evaluate the part-time faculty member. The department/subarea appointee will serve as chair of the committee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/subarea may also add another regular faculty member. For a part-time faculty member who serves in more than one discipline, including responsibilities such as coaching, journalism, forensics and the performing arts, each department/subarea/program within those disciplines has the right to conduct an evaluation.

- X3.1.3.1 The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- X3.1.3.2 The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.
- X3.1.3.3 The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- X3.1.3.4 Classroom/workplace observations shall occur.
- X3.1.3.5 Student evaluations will be administered.
- X3.1.3.6 The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.
- X3.1.3.7 The chair/evaluator will review the results of the evaluation with the part-time faculty member. The summary report shall be signed and the materials will be forwarded to the area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.
- X3.1.3.8 The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.

X3.1.4 **WORKPLACE OBSERVATION PROCEDURES FOR COUNSELORS**

- X3.1.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X3.1.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X3.1.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- X3.1.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour.
- X3.1.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form).
- X3.1.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.

- X3.1.6.4 The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.
- X3.1.6.5 The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.
- X3.1.6.6 The evaluatee has the right to appeal the process but not the substance of an evaluation. Where a procedural violation is alleged, the evaluatee shall, within fifteen (15) days of the time the evaluatee knew or should have known of such violation, file a request for a hearing with the United Faculty. The United Faculty shall investigate the alleged violation, and within fifteen (15) work days of receipt, shall determine no violation occurred, or shall file with the appropriate area dean, a request for a new evaluation. The Dean will then convene a Review Committee, to include the Department Chair, the Dean, and the UF Vice President, and the Committee will determine by consensus whether a new evaluation process should begin. The Committee will also decide on a timetable for the new evaluation. In the case where the Committee decides that a new evaluation is needed, the previous evaluation (the one where procedure was violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.
- X3.1.6.7 Responsibilities
The evaluatee is expected to participate in the evaluation process in a professional and timely manner. The evaluatee is required to attend scheduled meetings with his/her evaluator(s).

X3.1.7 **GUIDELINES FOR EVALUATORS**

- X3.1.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X3.1.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X3.1.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X3.1.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X3.1.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X3.1.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X3.1.7.7 Evaluators shall respect the confidentiality of the process.

- X3.1.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X3.1.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X3.1.7.10 Evaluators shall create a portfolio as follows:
 - X3.1.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X3.1.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X3.1.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms;
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).

X3.1.8 **SUMMARY REPORT**

- X1.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.
Categories of evaluation ratings are as follows:
 - A) Consistently High Ratings
 - B) Satisfactory

- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.13.2.1.2

X3.1.9 **TIMETABLE AND ACTIVITES**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). The evaluation process is reviewed in X3.1.3.

The evaluation will be completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which the evaluation was conducted.

While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X3.1.13.2.1.2 if the timetable variation materially impacted the evaluation.

X3.1.9.1 The following schedule shall serve as a guide in completing the evaluation process:

X3.1.9.1.1 August-September/January-February
Evaluators are selected. Orientation to evaluation is conducted.

X3.1.9.1.2 September/February
Evaluator(s) and Evaluatee should meet for a pre-evaluation conference to obtain materials and information, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the evaluator(s).

In the fourth-semester and succeeding evaluations, the Evaluator(s) may review the previous evaluation(s) to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X3.1.9.1.3 September-November/February-April
Workplace observations occur. Within two weeks after the observations, the

evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

X3.1.9.1.4 September-November/February-April
Student evaluations are conducted.

X3.1.9.1.5 November/April
Evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X3.1.10 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

X3.1.10.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.

X3.1.10.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.

X3.1.10.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.

X3.1.10.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.

X3.1.10.5 Every tenured faculty member must attend an orientation once every three years.

X3.1.11 **PERFORMANCE CRITERIA FOR PART-TIME COUNSELORS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist are to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of part-time and faculty emeritus counselors.

- X3.1.11.1 Demonstrate competence in performing counseling procedures.
 - X3.1.11.1.1 Adhere to the weekly schedule that meets the requirements of this contract.
 - X3.1.11.1.2 Use counseling skills appropriate to the counseling session.
 - X3.1.11.1.3 Clarify the counseling needs and goals of students, being both attentive to student questions and comments as well as clear and precise in response.
 - X3.1.11.1.3 When appropriate, identify referral sources and make suitable referrals.
 - X3.1.11.1.4 Conduct counseling in such a way as to establish rapport with students and encourage independence, and help students identify priorities and meet their goals.
 - X3.1.11.1.5 Provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.
 - X3.1.11.1.6 When appropriate, discuss available educational and/or career options.
 - X3.1.11.1.7 Maintain accurate records and submit reports such as individual educational plan (IEP) according to published deadlinesX3.1.10.2 Recognize the rights of students.
 - X3.1.11.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X3.1.11.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X3.1.11.2.3 Be responsive to the needs and special circumstances of students.
 - X3.1.11.2.4 Treat students fairly and politely.

- X3.1.11.3 Participate in the evaluation process in a professional and timely manner.

Workplace Observation Form for Counselors

Evaluatee _____ Time and Place of Observation _____ Date _____

Evaluator _____ # of Students Counseled _____

On a scale of 1 to 5, please indicate the extent to which the counselor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 4 3 2 1 NA
 excellent above average average below average poor not applicable

	5	4	3	2	1	NA	Comments
1. Expertise: The counselor used skills appropriate to the session.							
2. Attentiveness: The counselor clarified the student's counseling needs and was attentive to questions and comments.							
3. Clarity: The counselor was clear and precise in responses to students.							
4. Referrals: When appropriate, the counselor identified referral sources and made suitable referrals.							
5. Rapport: The counselor conducted counseling in such a way as to establish rapport with students and encourage independence.							

	5	4	3	2	1	NA	Comments
6. Accuracy: The counselor provided students with accurate, available information regarding certificate programs, degree programs, transfer programs and articulation.							
7. Respect: The counselor treated students respectfully and responded to their individual needs and special circumstances.							
8. Evaluation Process: The counselor participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR COUNSELORS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your counselor:

5 Always/Excellent 4 Often/Above Average 3 Sometimes/Average 2 Rarely/Below Average

1 Never/Poor NA "Not Applicable" (I can't answer.)

The counselor	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. helped me clarify my goals.							
3. helped me identify the steps to reach my goals.							
4. listened to me and answered questions clearly.							
5. helped me develop and focus on my priorities.							
6. discussed different educational and/or career options that are available to me.							
7. referred me to other resources and services on or off campus.							
8. showed an interest in me personally.							
9. helped me with my individual needs.							
10. treated me with respect.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p>Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty</p> <p><input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p>Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p>Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report: </p>	<p>Criteria-related input from dept. chair and/or dean: </p>	<p>Evaluatee comments—attach a separate sheet if necessary: </p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings—Excellent overall performance.
- Satisfactory Performance—Acceptable overall performance.
- Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCCD).
- Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

	Chair/Evaluator	(print name)	_____	(signature)	_____	Date	
	Committee Member	(print name)	_____	(signature)	_____	Date	
	Committee Member	(print name)	_____	(signature)	_____	Date	

This box only applies to probationary faculty.

- Recommendation (To be completed by Chair of Evaluation Committee)
 Grant Tenure Continue in Probationary Status Termination of Service
- Resolution (To be completed by college president)
 Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

X3.1.15 **SELF EVALUATION FOR COUNSELORS**

For your self-evaluation, you are asked to write a report discussing your counseling procedures and methodology, your handling of professional responsibilities, and your professional development.

X3.1.15.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Counseling Procedures and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I maintain accurate records and submit reports such as individual education plans according to published deadlines.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I identify referral sources and make suitable referrals when appropriate.				
I discuss available educational and/or career options with students when appropriate.				
I provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.				
I help students identify priorities and meet their goals.				
I communicate ideas clearly, concisely, and effectively.				
I conduct counseling in such a way as to establish a rapport with students.				
I am attentive to student questions and concerns.				
I encourage students to be independent.				
I adhere to the weekly schedule that meets contractual requirements.				
I use counseling time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful counseling strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X3.1.15.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Counseling Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Counseling Procedures and Methodology

- What new effective counseling practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

X3.1.16

IMPROVEMENT PLAN

- X3.1.16.1 If the Evaluator or Evaluation Committee determines that the faculty performance “needs improvement,” and if the part-time faculty member is to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.
- X3.1.16.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. It The improvement plan may identify available resources such as (but not limited to, staff development, workshops, conferences or other classroom/job environment observations. The improvement plan shall be included in the probationary faculty member’s portfolio.
- X3.1.16.3 The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X3.1.16.4 The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X3.1.16.5 The Department shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

Faculty Member: _____	Date: _____	From: _____	To: _____
Evaluation Period: _____			

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measurable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

Signatures: Faculty member being evaluated: _____ Evaluation Committee Chair: _____ Dean: _____
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Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

Evaluation Guidebook
for
Probationary Counselors

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- X3.2.19 Self-Evaluation Worksheet for Counselors and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Probationary (Tenure Track) Counselors. Probationary classroom faculty, librarians, learning disability specialists, faculty who teach on-line, part-time and tenured faculty should consult different guidebooks (available on-line, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available on the United Faculty website. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X3.2.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X3.2.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X3.2.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE TENURE REVIEW COMMITTEE

X3.2.3.1 The Tenure Review process shall be conducted in adherence to the applicable Education Code (87663d).

X3.2.3.2 The Tenure Review Committee (TRC) is charged with the responsibility of conducting the evaluation and shall be composed of three members: one regular faculty member chosen by the probationary faculty member; one regular faculty member chosen by the department/sub-area of which the probationary faculty member is a part (in the case of a one person department/subarea, this faculty member shall be chosen by the division/area of which the probationary faculty member is a part.); and one manager who is the immediate supervisor of the probationary faculty member or the dean of instruction/dean of student services/area dean. This manager shall be appointed by the president.

X3.2.3.3 An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three years.

X3.2.3.4 Responsibilities of Members of the TRC:

X3.2.3.4.1 The TRC shall select a chair by majority vote whose responsibilities include the following:

- A) convening the TRC conferences at least two times each semester at mutually agreeable times: (1) a pre-evaluation conference; (2) if necessary, a progress evaluation conference after TRC members have completed classroom observation; (3) a post evaluation conference after all evaluations have been completed;
- B) ensuring that committee members and the evaluatee have appropriate forms;
- C) coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;
- D) adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;
- E) communicating evaluation results to the probationary faculty member;
- F) ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and
- G) ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.

X3.2.4 **WORKPLACE OBSERVATION PROCEDURES FOR COUNSELORS**

- X3.2.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X3.2.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X3.2.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- X3.2.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour.
- X3.2.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form).
- X3.2.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

X3.2.5 **STUDENT EVALUATION PROCEDURE FOR COUNSELORS**

- X3.2.5.1 Student evaluation forms shall be administered, completed, and returned by each student at the end of each counseling session conducted by the counselor between the start of the fifth week and the end of the eighth week of the semester. At the appointment desk, students will receive evaluations and envelopes for completion after the counseling session. The student shall submit the completed form in a sealed envelope to the appointment desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will then deliver the forms to the appropriate manager or designee.

- X3.2.5.2 When a counselor is being evaluated in a classroom setting during the same semester that he or she is being evaluated during counseling sessions, student evaluations will be administered in the class as well as at counseling sessions. In this case, the disbursement and collection of student evaluations in counseling sessions will cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part time and faculty emeritus employees.

- X3.2.5.3 The appropriate manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

- X3.2.5.4 The original student evaluation forms shall be confidentially maintained. If the probationary faculty member is awarded tenure, original student evaluations will be destroyed. If the probationary faculty member is denied tenure, student evaluations will be stored for at least five years after notification of tenure denial.

- X3.2.5.6 The form used for student evaluations shall be the Student Evaluation Form for Counselors.

X3.2.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X3.2.6.1 Rights

- X3.2.6.1.1 A probationary faculty member being considered for tenure is entitled to be informed of the procedures of the Tenure Review process, including all appeal processes and the basis upon which tenure decisions are made. The probationary faculty member must be informed of criteria-related expectations.

- X3.2.6.1.2 The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.

- X3.2.6.1.3 The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.

- X3.2.6.1.4 The probationary faculty member has the right to expect members of the TRC to adhere to the guidelines stipulated in this article and to expect that they will strive to maintain objectivity, and ensure that any decisions regarding tenure are in agreement with the principles of academic freedom.
- X3.2.6.1.5 The probationary faculty member has the right to a confidential process.
- X3.2.6.1.6 The probationary faculty member may wish to select a peer advisor who shall serve as an independent advisor (or mentor) during the Peer Review process. A peer advisor is a faculty member who volunteers to work with and advise the probationary faculty member.
- X3.2.6.1.7 The probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.
- X3.2.6.1.8 The peer advisor (mentor) could provide assistance to the candidate in areas such as the following:
- A) teaching styles and strategies;
 - B) theories and styles of student learning;
 - C) cultural diversity issues related to student learning and teaching strategies;
 - D) district and college policies and procedures;
 - E) workshops, conferences, courses and classes;
 - F) introducing the candidate to colleagues; and
 - G) helping with student problems.
- X3.2.6.1.9 The peer advisor (or mentor) may not serve on the probationary faculty member's Tenure Review Committee during a semester in which he/she is functioning as the peer advisor or mentor.

X3.2.6.2 Responsibilities

- X3.2.6.2.1 The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.
- X3.2.6.2.2 The probationary faculty member is required to cooperate with the TRC in creating and implementing an improvement plan to address any identified weaknesses and to participate in the activities agreed upon in the plan.

X3.2.7 **GUIDELINES FOR EVALUATORS**

- X3.2.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X3.2.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X3.2.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X3.2.7.4 Evaluators shall evaluate the faculty member’s professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X3.2.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X3.2.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X3.2.7.7 Evaluators shall respect the confidentiality of the process.
- X3.2.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X3.2.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X3.2.7.10 Evaluators shall create a portfolio as follows:
 - X3.2.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X3.2.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X3.2.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed workplace/classroom observation forms; (including classroom observation plan forms, if appropriate);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;

- e. summary report form;
- f. other documentation mutually agreed upon by the evaluation committee and the faculty;
- g. job announcement for probationary faculty members;
- h. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted).

X3.2.7.11 If an administrator chairs the TRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the TRC chair.

X3.2.7.12 If a member of the TRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X31.2.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X3.2.8 **SUMMARY REPORT**

X3.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.14.2.1.2

X3.2.8.2 The TRC must submit to the president one of the recommendations listed below on each probationary faculty member at the end of each evaluation cycle. While each TRC member signs the summary report, the signature might not mean concurrence with the final recommendation of the TRC. (The signature section of the summary report for TRC members should signify participation but not necessarily agreement.)

X3.2.8.2.1 Grant Tenure

A probationary faculty member with “Consistently High Ratings” may be recommended by the TRC for tenure at any time during the four-year probationary period (Ed. Code Sec. 87608); a probationary faculty member with “Satisfactory Ratings” shall be recommended by the TRC for tenure during the fourth year.

A probationary faculty member who receives “Needs Improvement” in the faculty member’s seventh semester or fourth year may be recommended by the TRC for tenure.

X3.2.8.2.2 Continuation in Probationary Status

A probationary faculty member who meets standards of performance at the end of the first and second years shall be recommended by the TRC to continue in probationary status.

A probationary faculty member who receives “Needs Improvement” may be recommended by the TRC to continue in Probationary Status.

X3.2.8.2.3 Termination of Service

A probationary faculty member who receives “Needs Improvement” may be recommended by the TRC for termination.

A probationary faculty member who is given an “Unsatisfactory Performance” shall be recommended by the TRC for termination. Termination of services must be recommended by February 15 of the first, second, or fourth probationary year.

X3.2.9 **TIMETABLE AND ACTIVITIES**

X3.2.9.1 Probationary faculty members shall be evaluated during the first, second, third, fifth and seventh semesters. All full- time faculty hired to begin service mid - year (that is, in a spring semester) shall be evaluated during the second, third, fourth, sixth, and eighth semesters of service. All other conditions of the faculty evaluation policy shall remain unchanged. All faculty hired mid-year may be evaluated during their first semester at the discretion of the department, using the part-time evaluation procedures.

X3.2.9.2 While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.14.2.1.2 if the timetable variation materially impacted the evaluation.

X3.2.9.3 The following schedule shall serve as a guide in completing the evaluation process:

- X3.2.9.3.1 August-September/January-February
Evaluators are selected. Orientation to evaluation for the Tenure Review Committee (TRC) and probationary faculty members is conducted.
- X3.2.9.3.2 September/February
Tenure Review Committee (TRC) will conduct a pre-evaluation conference to obtain materials and information from the probationary faculty member, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- In the second and succeeding evaluations, the TRC will review the previous evaluation to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.
- X3.2.9.3.3 September-November/February-April
- X3.2.9.3.3.1 Classroom and/or workplace observations by TRC members occur. TRC members will complete the appropriate workplace observation forms and conduct follow-up conference(s) with probationary faculty members to review observations.
- X3.2.9.3.3.2 Student evaluations are conducted.
- X3.2.9.3.3.3 If necessary, a progress evaluation conference between the TRC and the probationary faculty to discuss evaluations and observations will occur. If any of the evaluators perceives a serious problem with the evaluatee's performance, the evaluator shall contact the chair of the TRC. If the TRC decides that a serious problem exists, it will meet with the probationary faculty member and develop specific recommendations to address the serious problem(s). If the TRC so determines, these recommendations may provide for additional observations by one or more members of the committee. These recommendations will be added to the portfolio.
- X3.2.9.3.5 November/April
Probationary faculty member completes the Self Evaluation Report and submits it to the TRC chair. The manager on the TRC and the United Faculty vice-president may review the personnel file of the probationary faculty member and forward all criteria-related documents in the file to the TRC for review. The TRC may receive input that is relevant to the criteria from the Department Chair (if applicable).
- X3.2.9.3.6 December/May
- X3.2.9.3.6.1 Post-evaluation conferences: The TRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

The person writing the summary report in conjunction with the

TRC members completes the summary report, and, if necessary, discusses the development of an improvement plan. The summary report represents and reflects the views of each and every team member.

X3.2.9.3.6.2 The TRC holds a post-evaluation conference with the probationary faculty member to discuss all aspects of the evaluation, including the summary report and the development of an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X3.2.9.6.3 The Evaluation Portfolio shall be forwarded to the college president.

X3.2.9.6.4 The President reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The President may disagree with the TRC's recommendation.

Once the President has made a tentative decision, s/he shall inform the TRC of her/his recommendation if it differs from the TRC's recommendation, prior to submitting the summary report to the chancellor. If the TRC wishes to discuss the President's recommendation, the committee and the president shall meet. After the meeting, if the TRC disagrees with the President's recommendation, the committee may attach a written statement of its recommendation to the summary report, which shall be forwarded to the chancellor.

X3.2.9.6.5 The President submits the summary report to the Chancellor.

In cases where the Chancellor receives conflicting recommendations from the president and the TRC, the chancellor shall request to review the evaluation portfolio and shall meet with the TRC and the college president to reconcile the differences. If a reconciliation cannot be reached, the summary report shall be forwarded to the governing board with the chancellor's recommendation for tenure, continuation in probationary status, or dismissal of the probationary faculty member.

X3.2.9.6.6 The Chancellor submits recommendations to the Governing Board.

The Governing Board shall make the final decision for the probationary faculty member to be granted tenure, to continue in probationary status, or to be dismissed.

X3.2.9.6.7 The Chancellor returns the summary report to the president who places the report into the evaluation portfolio and ensures that the portfolio is placed in the personnel file of the probationary faculty member.

X3.2.10 **IMPROVEMENT PLAN**

X3.2.10.1 If level of performance on the summary evaluation form is less than satisfactory, a specific plan for performance-improvement shall be developed by the TRC in consultation with the probationary faculty member. The division dean or designee, in consultation with the department chair, shall monitor activities listed on the improvement plan to ensure timely completion. UF shall be notified by the chair of the TRC of the intent to give an improvement plan. At the post-evaluation conference, the evaluatee shall be informed of his or her

right to union representation, and the evaluatee shall have 10 faculty-service days to sign the improvement plan. Signature indicates receipt but not necessarily agreement.

X3.2.10.2

The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. The improvement plan may identify available resources such as (but not limited to) staff development, workshops, conferences, or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

Improvement Plan Progress Report Form	
Faculty Member (Evaluatee): _____	Date of Improvement Plan: _____
Date of Progress Report _____	
Manager (Vice President or Designee) Completing Progress Report _____	
Department Chair: _____	

Summary of Previous Evaluations
--

Summary of Concerns Articulated in Improvement Plan
--

Summary of Progress Made in Responding to Areas of Concern

Summary of How the Evaluatee Has Met Professional Responsibilities

Signatures:
Manager (Vice President or Designee): _____
Department Chair: _____

The Progress Report should be sent to the College President no later than February 1 of the year in which it is written. A copy should also be sent to the evaluatee and the evaluatee's department chair. The Progress Report will be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.

X3.2.11 **INSTITUTIONAL SUPPORT**

The college, district or both shall provide support for the probationary faculty member during the Tenure Review process. Support shall include, but not be limited to, the following areas: (1) an orientation to the Tenure Review process at the beginning of the first contract; (2) a limit of four preparations per year during the first year; (3) orientation to department/subarea/division/area/college guidelines and procedures; (4) and appropriate and adequate professional development alternatives for probationary faculty if recommended by Tenure Review Committee. Support may also include a peer advisor.

Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X3.2.12 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X3.2.12.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X3.2.12.2 The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.
- X3.2.12.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X3.2.12.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X3.2.12.5 Every tenured faculty member must attend an orientation once every three years.

X3.2.13 **PROGRESS REPORTS**

- X3.2.13.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.
- X3.2.13.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.

- X3.2.13.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.
- X3.2.13.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X3.2.13.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X3.2.13.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X3.2.13.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X3.2.13.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X3.2.13.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X3.2.13.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X3.2.14 **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X3.2.14.1 Available Procedures

X3.2.14.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X3.2.14.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X3.2.14.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X3.2.14.2 Specifics of Appeals Process

X3.2.14.2.1 Limitations of the Appeals Process

X3.2.14.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X3.2.14.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X3.2.14.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X3.2.14.2.2 Steps in the Appeals Process

X3.2.14.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X3.2.14.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X3.2.14.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

- X3.2.14.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X3.2.14.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X3.2.14.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X3.2.14.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X3.2.14.2.3 Composition of the Due Process Panel

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X3.2.14.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X3.2.15 **PERFORMANCE CRITERIA FOR THE EVALUATION OF PROBATIONARY COUNSELORS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist is to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of probationary counselors;

- X3.2.15.1 Demonstrate competence in performing counseling procedures.
 - X3.2.15.1.1 Adhere to the weekly schedule that meets the requirements of this contract.
 - X3.2.15.1.2 Use counseling skills appropriate to the counseling session.
 - X3.2.15.1.3 Clarify the counseling needs and goals of students, being both attentive to student questions and comments as well as clear and precise in response.
 - X3.2.15.1.4 When appropriate, identify referral sources and make suitable referrals.
 - X3.2.15.1.5 Conduct counseling in such a way as to establish rapport with students and encourage independence, and help students identify priorities and meet their goals.
 - X3.2.15.1.6 Provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.
 - X3.2.15.1.7 When appropriate, discuss available educational and/or career options.
 - X3.2.15.1.8 Maintain accurate records and submit reports such as individual educational plan (IEP) according to published deadlines.
- X3.2.15.2 Recognize the rights of students.
 - X3.2.15.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X3.2.15.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X3.2.15.2.3 Be responsive to the needs and special circumstances of students.
 - X3.2.15.2.4 Treat students fairly and politely.
- X3.2.15.3 Participate in non-counseling professional responsibilities.
 - X3.2.15.3.1 Attend required management called meetings.
 - X3.2.15.3.2 Serve on departmental/subarea/division/area, college or district committee(s). (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
 - X3.2.15.3.4 Participate in the evaluation process in a professional and timely manner.

X3.2.15.4 Participate in professional growth activities beginning in the second year and thereafter. These may include the following:

- X3.2.15.4.1 participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training:
- X3.2.15.4.2 serving on college, district, and/or statewide committees; and
- X3.2.15.4.3 participating in conferences and workshops, internships, classroom research, and community involvement related to professional academic area.

Workplace Observation Form for Counselors

Evaluatee _____ Time and Place of Observation _____ Date _____

Evaluator _____ # of Students Counseled _____

On a scale of 1 to 5, please indicate the extent to which the counselor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 **4** **3** **2** **1** **NA**
excellent **above average** **average** **below average** **poor** **not applicable**

	5	4	3	2	1	NA	Comments
1. Expertise: The counselor used skills appropriate to the session.							
2. Attentiveness: The counselor clarified the student's counseling needs and was attentive to questions and comments.							
3. Clarity: The counselor was clear and precise in responses to students.							
4. Referrals: When appropriate, the counselor identified referral sources and made suitable referrals.							
5. Rapport: The counselor conducted counseling in such a way as to establish rapport with students and encourage independence.							

	5	4	3	2	1	NA	Comments
6. Accuracy: The counselor provided students with accurate, available information regarding certificate programs, degree programs, transfer programs and articulation.							
7. Respect: The counselor treated students respectfully and responded to their individual needs and special circumstances.							
8. Evaluation Process: The counselor participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR COUNSELORS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your counselor:

5 4 3 2
 Always/Excellent Often/Above Average Sometimes/Average Rarely/Below Average

 1 NA
 Never/Poor "Not Applicable" (I can't answer.)

The counselor	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. helped me clarify my goals.							
3. helped me identify the steps to reach my goals.							
4. listened to me and answered questions clearly.							
5. helped me develop and focus on my priorities.							
6. discussed different educational and/or career options that are available to me.							
7. referred me to other resources and services on or off campus.							
8. showed an interest in me personally.							
9. helped me with my individual needs.							
10. treated me with respect.							

Summary Evaluation Form for Faculty

Evaluatee: ()	Date of hire: ()	Evaluation Sem/Year: ()
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Check Faculty Status: Tenured Full-time Faculty Probationary (Tenure Track) Faculty Part-time Faculty

Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation):

Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? Yes No

<p>Summary of previous evaluation (available in Division Office), if applicable: ()</p>
<p>Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): ()</p>
<p>Summary of classroom/workplace observations—attach observation forms and comments: ()</p>

Summary Evaluation Form for Faculty

Summary of self-evaluation—attach self evaluation report:

Criteria-related input from dept. chair and/or dean:

Evaluatee comments—attach a separate sheet if necessary:

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings**—Excellent overall performance.
- Satisfactory Performance**—Acceptable overall performance.
- Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance**—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement)

Date

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

	Chair/Evaluator	(print name)	(signature)		Date
	Committee Member	(print name)	(signature)		Date
	Committee Member	(print name)	(signature)		Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

- Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

- Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____

Department: _____ Semester and year of hire in department: _____

Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester.

If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department.

If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes ___ No ___

Disqualifying condition(s) for preferential staffing status: Yes ___ No ___

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes ___ No ___

___ Preferential staffing status granted or maintained Date: _____

___ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____
Signature

Division Dean: _____
Signature

Evaluator (if applicable): _____
Signature

Return completed original form to the college HR office. Copies to applicant and Division Office.

X3.2.19 **SELF EVALUATION FOR COUNSELORS**

For your self-evaluation, you are asked to write a report discussing your counseling procedures and methodology, your handling of professional responsibilities, and your professional development.

X3.2.19.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report.

This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities— part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. textbooks readings, supplies, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Blackboard, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X3.2.20.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Counseling Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Counseling Procedures and Methodology

- What new effective counseling practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Tenured Counselors

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X3.3.18	Self-Evaluation Worksheet and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Tenured Counselors. Tenured classroom faculty, librarians, learning disability specialists, faculty who teach on-line, part-time and probationary (tenure track) faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X3.3.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X3.3.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X3.3.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE

X3.3.3.1 The peer review process shall be conducted in adherence to the applicable Education Code (87663d).

X3.3.3.2 The Peer Review Committee (PRC) is charged with the responsibility of conducting the evaluation and shall be composed of two members; one regular faculty member or educational manager chosen by the evaluatee; and one regular faculty member chosen by the department/sub-area or in the case of a one person department/subarea, one regular faculty member chosen by the division/area of which the evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.

X3.3.3.3 An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years.

X3.3.3.4 Responsibilities of Members of the PRC:

- X3.3.3.4.1 The PRC shall elect its own chair whose responsibilities include the following:
- A) convening the PRC conferences at least two times each semester at mutually agreeable times: a pre-evaluation conference a post-evaluation conference after all evaluations have been completed;
 - B) coordinating student evaluations, classroom observations, and observations of counselors, librarians, learning disabilities specialists, and physical disabilities specialists;
 - C) adhering to the specified timetable for the evaluation process;
 - D) communicating evaluation results to the evaluatee;
 - E) completing the summary checklist and summary report;
 - F) ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
 - G) ensuring that the committee determines whether other duties related to the evaluatee's teaching load ought to be addressed/evaluated.
- X3.3.3.4.2 If a member of the PRC must resign from the committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X3.3.3.2. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

X3.3.4 **WORKPLACE OBSERVATION PROCEDURES FOR COUNSELORS**

- X3.3.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X3.3.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X3.3.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- X3.3.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour.
- X3.3.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form).
- X3.3.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

X3.3.5 **STUDENT EVALUATION PROCEDURE FOR COUNSELORS**

- X3.3.5.1 Student evaluation forms shall be administered, completed, and returned by each student at the end of each counseling session conducted by the counselor between the start of the fifth week and the end of the eighth week of the semester. At the appointment desk, students will receive evaluations and envelopes for completion after the counseling session. The student shall submit the completed form in a sealed envelope to the appointment desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will then deliver the forms to the appropriate manager or designee.

- X3.3.5.2 When a counselor is being evaluated in a classroom setting during the same semester that he or she is being evaluated during counseling sessions, student evaluations will be administered in the class as well as at counseling sessions. In this case, the disbursement and collection of student evaluations in counseling sessions will cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part time and faculty emeritus employees.

- X3.3.5.3 The appropriate manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

- X3.3.5.4 The original student evaluation forms shall be confidentially maintained. In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.

- X3.3.5.5 The form used for student evaluations shall be the Student Evaluation Form for Counselors.

X3.3.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

- X3.3.6.1 Rights
 - X3.3.6.1.1. The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.

 - X3.3.6.1.2 The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee’s job.

 - X3.3.6.1.3 The evaluatee shall have the right to have any job performance deemed to “needs improvement” specifically communicated to her/him in writing and based on the job-related criteria.

- X3.3.6.1.4 The evaluatee has the right to expect members of the PRC to adhere to guidelines stipulated in this article and to expect that they will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X3.3.6.1.5 the evaluatee has the right to a confidential process.

X3.3.6.2 Responsibilities

- X3.3.6.2.1 The evaluatee is required to attend scheduled meetings with the PRC.
- X3.3.6.2.2 The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed “needs improvement.”
- X3.3.6.2.3 The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.

X3.3.7 **GUIDELINES FOR EVALUATORS**

- X3.3.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X3.3.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X3.3.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X3.3.7.4 Evaluators shall evaluate the faculty member’s professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X3.3.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X3.3.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X3.3.7.7 Evaluators shall respect the confidentiality of the process.
- X3.3.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X3.3.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X3.3.7.10 Evaluators shall create a portfolio as follows:

- X3.3.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
- X3.3.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
- X3.3.7.10.3 The portfolio will contain, at the minimum:
- a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).
- X.3.3.7.11 If an administrator chairs the PRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the PRC chair.
- X3.3.7.12 If a member of the PRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X3.3.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X3.3.8 **SUMMARY REPORT**

- X1.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory

- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X3.3.13.2.1.2

X3.3.9 TIMETABLE AND ACTIVITIES

- X3.3.9.1 Each regular faculty member shall be evaluated every sixth semester. In the event that a faculty member is on leave or serving full-time in an administrative capacity during his/her regularly scheduled evaluation semester, the evaluatee shall be evaluated during the first year that the evaluatee returns to duties as an instructor, counselor, librarian, or learning disabilities specialist
- X3.3.9.2 While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X3.3.13.2.1.2 if the timetable variation materially impacted the evaluation.
- X3.3.9.3 For a faculty member teaching in an "AC" contract assignment outside her/his "A" contract discipline(s), the "AC" department/subarea shall have the option to evaluate that faculty member independent of the faculty member's regular evaluation and not more often than specified in the part-time evaluation policy.
- X3.3.9.4 The following schedule shall serve as a guide in completing the evaluation process:
 - X3.3.9.4.1 August-September/January-February
Peer Evaluators are Selected. Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted
 - X3.3.9.4.2 September/February
Peer Review Committee (PRC) will conduct a pre-evaluation conference to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for workplace observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In evaluations thereafter, the PRC may review the previous evaluation to ensure continuity of the process.

X3.3.9.4.3 September-November/February-April

X3.3.9.4.3.1 Classroom observations for teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialists by PRC members occur.

X3.3.9.4.3.2 Within two weeks after the observations, PRC members will complete the observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s).

X3.3.9.4.3.3 Student evaluations are conducted.

X3.3.9.4.3.4 If requested by the evaluatee, the evaluator shall make a second workplace observation and complete an observation form on that second observation before the end of the ninth week. If the evaluatee desires, a third peer may be chosen by the Committee to enter the process at this point. The third peer's observation and observation form must be completed before the end of the eleventh week of the semester. Information from all observations shall be included in the summary report.

X3.3.9.4.4 November/April

X3.3.9.4.4.1 Evaluatee completes self evaluation and submits to PRC chair.

X3.3.9.4.4.2 Post-evaluation conferences

The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

X3.3.9.4.4.3 The PRC chair in conjunction with the PRC members completes the summary report, and, if necessary, discusses the development of an improvement plan.

X3.3.9.4.4.4 The PRC holds a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation, including the summary report and the development an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X3.3.9.4.4.5 The evaluation portfolio shall be forwarded to the appropriate dean of instruction/dean of student services/area dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X3.3.10 **IMPROVEMENT PLAN**

- X3.3.10.1 If the PRC determines that the faculty performance “needs improvement,” a specific plan for performance improvement shall be developed by the PRC in consultation with the evaluatee.

- X3.3.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. The timeline shall not exceed three semesters from the date of development of the plan for completion of activities.

- X3.3.10.3 The committee and the evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.

- X3.3.10.4 The committee shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.

- X3.3.10.5 The committee shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measurable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

Signatures: Faculty member being evaluated: _____ Evaluation Committee Chair: _____ Dean: _____
--

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X3.3.11 **MANAGEMENT PARTICIPATION IN THE EVALUATION OF TENURED FACULTY**

If management believes substantial evidence exists that a faculty member is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty member. Before a management evaluation is initiated, management must notify the faculty member to be evaluated and United Faculty in writing that an evaluation is to occur. Once the notification has been given, management must give the faculty member twenty-four hour notice of any classroom observation that is to occur.

X3.3.12 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X3.3.12.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X3.3.12.2 The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.
- X3.3.12.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X3.3.12.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X3.3.12.5 Every tenured faculty member must attend an orientation once every three years.

X3.3.13 **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X3.3.13.1 Available Procedures

X3.3.13.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X3.3.13.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X3.3.13.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X3.3.13.2 Specifics of Appeals Process

X3.3.13.2.1 Limitations of the Appeals Process

X3.3.13.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X3.3.13.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X3.3.13.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X3.3.13.2.2 Steps in the Appeals Process

X3.3.13.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X3.3.13.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X3.3.13.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

- X3.3.13.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X3.3.13.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X3.3.13.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X3.3.13.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X3.3.13.2.3 Composition of the Due Process Panel

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X3.3.13.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X3.3.14 PERFORMANCE CRITERIA FOR THE EVALUATION OF TENURED COUNSELORS

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist is to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of counselors:

- X3.3.14.1 Demonstrate competence in performing counseling procedures
 - X3.3.14.1.1 Adhere to the weekly schedule that meets the requirements of this contract.
 - X3.3.14.1.2 Use counseling skills appropriate to the counseling session.
 - X3.3.14.1.3 Clarify the counseling needs and goals of students, being both attentive to student questions and comments as well as clear and precise in response.
 - X3.3.14.1.4 When appropriate, identify referral sources and make suitable referrals.
 - X3.3.14.1.5 Conduct counseling in such a way as to establish rapport with students and encourage independence, and help students identify priorities and meet their goals.
 - X3.3.14.1.6 Provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.
 - X3.3.14.1.7 When appropriate, discuss available educational and/or career options.
 - X3.3.14.1.8 Maintain accurate records and submit reports such as individual educational plan (IEP) according to published deadlines.
- X3.3.14.2 Recognize the rights of students.
 - X3.3.14.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X3.3.14.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X3.3.14.2.3 Be responsive to the needs and special circumstances of students.
 - X3.3.14.2.4 Treat students fairly and politely.
- X3.3.14.3 Participate in non-counseling professional responsibilities.
 - X3.3.14.3.1 Attend required management called meetings.
 - X3.3.14.3.2 Serve on departmental/subarea/division/area, college or district committee(s). (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
 - X3.3.14.3.4 Participate in the evaluation process in a professional and timely manner.

X3.3.14.4 Participate in professional growth activities. These may include the following:

- X3.3.14.4.1 participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;
- X3.3.14.4.2 serving on college, district, and/or statewide committees; and
- X3.3.14.4.3 participating in conferences and workshops, internships, classroom research, and community involvement related to professional academic area.

WORKPLACE OBSERVATION FORM FOR COUNSELORS

Workplace Observation Form for Counselors

Evaluatee _____ Time and Place of Observation _____ Date _____

Evaluator _____ # of Students Counseled _____

On a scale of 1 to 5, please indicate the extent to which the counselor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

	5 excellent	4 above average	3 average	2 below average	1 poor	NA not applicable	
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	5	4	3	2	1	NA	Comments
1. Expertise: The counselor used skills appropriate to the session.							
2. Attentiveness: The counselor clarified the student's counseling needs and was attentive to questions and comments.							
3. Clarity: The counselor was clear and precise in responses to students.							
4. Referrals: When appropriate, the counselor identified referral sources and made suitable referrals.							
5. Rapport: The counselor conducted counseling in such a way as to establish rapport with students and encourage independence.							

	5	4	3	2	1	NA	Comments
6. Accuracy: The counselor provided students with accurate, available information regarding certificate programs, degree programs, transfer programs and articulation.							
7. Respect: The counselor treated students respectfully and responded to their individual needs and special circumstances.							
8. Evaluation Process: The counselor participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR COUNSELORS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your counselor:

5
4
3
2

Always/Excellent **Often/Above Average** **Sometimes/Average** **Rarely/Below Average**

1
NA

Never/Poor **“Not Applicable” (I can’t answer.)**

The counselor	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. helped me clarify my goals.							
3. helped me identify the steps to reach my goals.							
4. listened to me and answered questions clearly.							
5. helped me develop and focus on my priorities.							
6. discussed different educational and/or career options that are available to me.							
7. referred me to other resources and services on or off campus.							
8. showed an interest in me personally.							
9. helped me with my individual needs.							
10. treated me with respect.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p> Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p> Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p> Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p> Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report:</p> <p> </p>	<p>Criteria-related input from dept. chair and/or dean:</p> <p> </p>	<p>Evaluatee comments—attach a separate sheet if necessary:</p> <p> </p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

Consistently High Ratings—Excellent overall performance.

Satisfactory Performance—Acceptable overall performance.

Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).

Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

	_____	(signature)	
	Chair/Evaluator (print name)		Date
	_____	(signature)	
	Committee Member (print name)		Date
	_____	(signature)	
	Committee Member (print name)		Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

Grant Tenure **Continue in Probationary Status** **Termination of Service**

Resolution (To be completed by college president)

Grant Tenure **Continue in Probationary Status** **Termination of Service**

President: _____ **Date:** _____

Chancellor: _____ **Date:** _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

X3.3.18 **SELF EVALUATION**

For your self-evaluation, you are asked to write a report discussing your counseling procedures and methodology, your handling of professional responsibilities, and your professional development.

X3.3.18.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Counseling Procedures and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I maintain accurate records and submit reports such as individual education plans according to published deadlines.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I identify referral sources and make suitable referrals when appropriate.				
I discuss available educational and/or career options with students when appropriate.				
I provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.				
I help students identify priorities and meet their goals.				
I communicate ideas clearly, concisely, and effectively.				
I conduct counseling in such a way as to establish a rapport with students.				
I am attentive to student questions and concerns.				
I encourage students to be independent.				
I adhere to the weekly schedule that meets contractual requirements.				
I use counseling time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful counseling strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X3.3.18.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Counseling Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Counseling Procedures and Methodology

- What new effective counseling practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Part-Time Librarians

Table of Contents

X4.1.1	Introduction and Contract Language regarding Implementation of Guidelines
X4.1.2	More Introductory Contract Language including Purpose of Evaluations
X4.1.3	Evaluation Process
X4.1.4	Workplace Observation Procedure for Librarians
X4.1.5	Student Evaluation Procedure for Librarians
X4.1.6	Rights and Responsibilities of Evaluatees
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X4.1.8	Summary Report
X4.1.9	Timetable and Activities
X4.1.10	Orientation to Evaluation
X4.1.11	Performance Criteria for Part-Time Librarians
X4.1.12	Workplace Observation Form for Librarians (sample)
X4.1.13	Student Evaluation Form for Librarians (sample)
X4.1.14	Student Evaluation Form for Library Workshops (sample)
X4.1.15	Summary Report From (sample)
X4.1.16	Self-Evaluation Worksheet for Librarians and Procedure for Completing the Self-Evaluation Report
X4.1.17	Improvement Plan and Sample Improvement Plan Form

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Part-Time Classroom Librarians. Part-time classroom faculty, counselors, learning disability specialists, faculty who teach on-line, probationary and full-time faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean. The forms and procedures for part-time faculty also apply to Emeritus faculty.

X4.1.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X4.1.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X4.1.3 **EVALUATION PROCESS**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). Part-time faculty will have two evaluators during the seventh semester, as per Article 25.2.

For part-time faculty, the evaluation process will be conducted by one regular faculty member appointed by the department/subarea (except for the seventh semester evaluation when there will be two regular faculty members appointed). Management shall have the right to assign an educational manager to evaluate the part-time faculty member. The department/subarea appointee will serve as chair of the committee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/subarea may also add another regular faculty member. For a part-time faculty member who serves in more than one discipline, including responsibilities such as coaching, journalism, forensics and the performing arts, each department/subarea/program within those disciplines has the right to conduct an evaluation.

- X4.1.3.1 The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member/faculty emeritus employee to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- X4.1.3.2 The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.
- X4.1.3.3 The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- X4.1.3.4 Classroom/workplace observations shall occur.
- X4.1.3.5 Student evaluations will be administered.
- X4.1.3.6 The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.
- X4.1.3.7 The chair/evaluator will review the results of the evaluation with the part-time faculty member or faculty emeritus employee. The summary report shall be signed and the materials will be forwarded to the division chair/area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.
- X4.1.3.8 The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.

X4.1.4 **WORKPLACE OBSERVATION PROCEDURE FOR LIBRARIANS**

- X4.1.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X4.1.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X4.1.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as written documentation developed by librarians in the course of their work.
- X4.1.4.4 The evaluator/observer shall observe librarians working with clients for at least one hour. When the librarian's primary responsibility does not involve working directly with students (for example, cataloging, acquisitions), said librarian will be observed, interviewed, and evaluated based on the assigned primary responsibilities. A similar workplace observation form will be developed.
- X4.1.4.5 The documentation used for workplace observation shall include narrative comments. (See the Workplace Observation Form for Librarians).

X4.1.4.6 Within two weeks of the observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the visitation.

X4.1.5 **STUDENT EVALUATION PROCEDURE FOR LIBRARIANS**

X4.1.5.1 Student evaluation forms shall be administered, completed, and returned by each student at the end of each reference session or interview or library orientation session conducted by the librarian between the start of the fifth week and the end of the eighth week of the semester. The student will receive the form from the librarian. The student shall submit the form in a sealed envelope to the circulation desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will deliver the forms to the appropriate manager or designee.

X4.1.5.2 In the case where a librarian is evaluated in a classroom setting, including a library workshop, during the same semester that he or she is evaluated during reference sessions, student evaluations will be administered during the workshop or class. In this case, the disbursement and collection of student evaluations during reference sessions or interview or library orientation sessions shall cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part-time and faculty emeritus employees.

X4.1.5.3 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each reference session/interview in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

X4.1.5.4 The original student evaluation forms shall be confidentially maintained. The evaluations will be stored until the next evaluation cycle.

X4.1.5.5 The form used for student evaluations shall be the Student Evaluation Form for Librarians. Library Workshops shall be evaluated using the Student Evaluation Form for Library Workshops.

X4.1.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X4.1.6.1 Rights

Within the first four weeks of the semester, the evaluatee shall be notified that he/she is to be evaluated and shall be given access to the forms and information relevant to the evaluation as found in the document entitled Evaluation Guidebook for Part-Time Librarians.

X4.1.6.2 The evaluatee shall have the right to have any job performance deemed “needs improvement” specifically communicated to her/him in writing and based on the job-related criteria. If rehired, the faculty member shall be given a plan for improvement.

- X4.1.6.3 The evaluatee has the right to expect evaluator(s) to adhere to the guidelines stipulated in this article and to expect that evaluator(s) will strive to maintain objective and ensure that the evaluation process is in agreement with principles of academic freedom.
- X4.1.6.4 The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.
- X4.1.6.5 The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.
- X4.1.6.6 The evaluatee has the right to appeal the process but not the substance of an evaluation. Where a procedural violation is alleged, the evaluatee shall, within fifteen (15) days of the time the evaluatee knew or should have known of such violation, file a request for a hearing with the United Faculty. The United Faculty shall investigate the alleged violation, and within fifteen (15) work days of receipt, shall determine no violation occurred, or shall file with the appropriate area dean, a request for a new evaluation. The Dean will then convene a Review Committee, to include the Department Chair, the Dean, and the UF Vice President, and the Committee will determine by consensus whether a new evaluation process should begin. The Committee will also decide on a timetable for the new evaluation. In the case where the Committee decides that a new evaluation is needed, the previous evaluation (the one where procedure was violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.
- X4.1.6.7 Responsibilities
The evaluatee is expected to participate in the evaluation process in a professional and timely manner. The evaluatee is required to attend scheduled meetings with his/her evaluator(s).

X4.1.7 **GUIDELINES FOR EVALUATORS**

- X4.1.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X4.1.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X4.1.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X4.1.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X4.1.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X4.1.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.

- X4.1.7.7 Evaluators shall respect the confidentiality of the process.
- X4.1.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X4.1.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X4.1.7.10 Evaluators shall create a portfolio as follows:
 - X4.1.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X4.1.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X4.1.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).

X4.1.8 **SUMMARY REPORT**

- X1.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.13.2.1.2

X4.1.9 **TIMETABLE AND ACTIVITIES**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). The evaluation process is reviewed in X4.1.3.

The evaluation will be completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which the evaluation was conducted.

While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.13.2.1.2 if the timetable variation materially impacted the evaluation.

X4.1.9.1 The following schedule shall serve as a guide in completing the evaluation process:

X4.1.9.1.1 August-September/January-February
Evaluators are selected. Orientation to evaluation is conducted.

X4.1.9.1.2 September/February
Evaluator(s) and Evaluatee should meet for a pre-evaluation conference to obtain materials and information, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the evaluator(s).

In the fourth-semester and succeeding evaluations, the Evaluator(s) may review

the previous evaluation(s) to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

- X4.1.9.1.3 September-November/February-April
Workplace and Workshop observations occur. Within two weeks after the observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).
- X4.1.9.1.4 September-November/February-April
Student evaluations are conducted.
- X4.1.9.1.5 November/April
Evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X4.1.10 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X4.1.10.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X4.1.10.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X4.1.10.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X4.1.10.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X4.1.10.5 Every tenured faculty member must attend an orientation once every three years.

X4.1.11 **PERFORMANCE CRITERIA FOR PART-TIME LIBRARIANS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist are to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of part-time and faculty emeritus librarians.

X4.1.11.1 Demonstrate competence in performing library duties and other responsibilities.

- X4.1.11.1.1 Display expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.
- X4.1.11.1.2 Ask appropriate questions to clarify students' informational needs.
- X4.1.11.1.3 Help maintain a library environment conducive to student learning.
- X4.1.11.1.4 Adhere to the agreed-upon weekly schedule that meets the requirements of this contract, keep appropriate records and meet agreed-upon deadlines.
- X4.1.11.1.5 Provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services.
- X4.1.11.1.6 Treat colleagues fairly and politely as fellow professionals, and be considerate in dealings with other college staff.

X4.1.11.2 Recognize the rights of students.

- X4.1.11.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
- X4.1.11.2.2 Recognize the right of students to have points of view different from the instructor's.

- X4.1.11.2.3 Treat students fairly and politely.
- X4.1.11.2.4 Be attentive to student questions and comments, and be clear and precise in response.

X4.1.11.3 Participate in the evaluation process in a professional and timely manner.

X4.1.11.4 Adhere to criteria for teaching faculty (in addition to criteria for librarians) when leading a workshop or teaching a class.

X4.1.12

SAMPLE LIBRARIAN WORKPLACE OBSERVATION FORM

Librarian Workplace Observation Form

Evaluatee _____ Time and Place of Observation _____ Date _____

Evaluator _____ # of Clients Served _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

	5		4		3		2		1		NA	Comments
	Excellent	Above Average	Average	Below Average	Poor	Not Applicable						
1. Expertise: The librarian demonstrated expertise in subject matter appropriate to assigned responsibilities.												
2. Reference Interviews: The librarian asked appropriate questions to clarify students' information needs.												
3. Clarity: The librarian was attentive to questions and clear and precise in response.												
4. Respect: The librarian treated all students respectfully.												
5. Controversial Material: The librarian recognized the right of students to have points of view different from the librarian's.												
6. Providing Direction: The librarian demonstrated competence in providing direction and instruction for library and on-line resources.												
7. Atmosphere: The librarian demonstrated effective skills in maintaining a library environment conducive to student learning.												
8. Responsibility: The librarian keeps appropriate records, meets deadlines and accomplishes assigned responsibilities.												
9. Evaluation Process: The librarian participated in the evaluation process in a professional and timely manner.												

STUDENT EVALUATION FORM FOR REFERENCE LIBRARIANS

This student evaluation is part of the library's regular effort to maintain quality instruction. We use your responses to these questions to improve our service to students. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your librarian:

5 Always/Excellent 4 Often/Above Average 3 Sometimes/Average 2 Rarely/Below Average

1 Never/Poor NA "Not Applicable" (I can't answer.)

The librarian	5	4	3	2	1	NA	Comments
1. made me feel welcome in the library.							
2. treated me respectfully.							
3. clearly explained the library and on-line resources that were available to me.							
4. made me feel comfortable about asking questions.							
5. knew how to find the material and resources that I needed.							
6. listened to me and answered questions in a way that I could understand.							

STUDENT EVALUATION FORM FOR LIBRARY WORKSHOPS

This student evaluation is part of the library's regular effort to maintain quality instruction. We use your responses to these questions to improve our service to students. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 Always/Excellent 4 Often/Above Average 3 Sometimes/Average 2 Rarely/Below Average 1 Never/Poor NA "Not Applicable" (I can't answer.)

The librarian leading the workshop	5	4	3	2	1	NA	Comments
1. told the class what we were going to do and what we were expected to learn.							
2. included material in the workshop that was relevant to my course.							
3. knew how to find material and resources connected to my course.							
4. was organized and presented information clearly.							
5. was well-prepared for class.							
6. checked during class to see if students understood the material.							
7. encouraged students to ask questions and/or express their points of view.							
8. answered questions clearly.							
9. showed interest in the material that we were studying.							
11. explained the library resources that were available to me.							
12. encouraged me to think and explore new ideas.							
13. treated all students respectfully.							

Summary Evaluation Form for Faculty

Evaluatee: [] []	Date of hire: [] [] []	Evaluation Sem/Year: [] []
<p> <input type="checkbox"/> Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty </p> <p> <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p> <input type="checkbox"/> Summary of previous evaluation (available in Division Office), if applicable: [] [] </p>		
<p> <input type="checkbox"/> Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): [] [] </p>		
<p> <input type="checkbox"/> Summary of classroom/workplace observations—attach observation forms and comments: [] [] </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report: </p>	<p>Criteria-related input from dept. chair and/or dean: </p>	<p>Evaluatee comments—attach a separate sheet if necessary: </p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings—Excellent overall performance.
- Satisfactory Performance—Acceptable overall performance.
- Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

_____ Chair/Evaluator	_____ (print name)	_____ (signature)	_____ Date
_____ Committee Member	_____ (print name)	_____ (signature)	_____ Date
_____ Committee Member	_____ (print name)	_____ (signature)	_____ Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Summary Evaluation Form for Faculty
APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

X4.1.16 SELF EVALUATION FOR LIBRARIANS

For your self-evaluation, you are asked to write a report discussing your work in the library, your handling of professional responsibilities, and your professional development.

X4.1.16.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Performance of Library Duties

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I help maintain a library environment conducive to student learning.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I ask appropriate questions to clarify students' informational needs.				
I am approachable and welcome student inquiries.				
I am considerate in my dealings with other college staff.				
I provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services.				
I communicate ideas clearly, concisely, and effectively.				
I am sensitive to the learning styles/challenges of each student.				
I am sensitive to the needs of students with diverse backgrounds and experience.				
I adhere to the agreed-upon weekly schedule that meets contractual requirements.				
I use my time in the library efficiently.				
I maintain professional standards in completing assigned duties, including cataloging and acquisitions.				
I keep appropriate records and meet agreed-upon deadlines.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. SLO's; Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself accessible to students and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor).				
I am a member of a professional organization.				

X4.1.16.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Performance of Library Duties
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Performance of Library Duties

- What new effective practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your practices and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

X4.1.17

IMPROVEMENT PLAN

- X4.1.17.1 If the Evaluator or Evaluation Committee determines that the faculty performance “needs improvement,” and if the part-time faculty member is to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.
- X4.1.17.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. # The improvement plan may identify available resources such as (but not limited to, staff development, workshops, conferences or classroom/job environment observations.- The improvement plan shall be included in the probationary faculty member’s portfolio.
- X4.1.17.3 The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X4.1.17.4 The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X4.1.17.5 The Department shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

<p>Signatures:</p> <p>Faculty member being evaluated: _____</p> <p>Evaluation Committee Chair: _____</p> <p>Dean: _____</p>
--

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

Evaluation Guidebook
for
Probationary Librarians

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- X4.2.1 Introduction and Contract Language regarding Implementation of Guidelines
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- X4.2.20 Summary Report From (sample)
- X4.2.21 Self-Evaluation Worksheet for Librarians and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Probationary (Tenure Track) Librarians. Probationary classroom faculty, counselors, learning disability specialists, faculty who teach on-line, part-time and tenured faculty should consult different guidebooks (available on-line, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X4.2.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X4.2.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X4.2.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE TENURE REVIEW COMMITTEE

X4.2.3.1 The Tenure Review process shall be conducted in adherence to the applicable Education Code (87663d).

X4.2.3.2 The Tenure Review Committee (TRC) is charged with the responsibility of conducting the evaluation and shall be composed of three members: one regular faculty member chosen by the probationary faculty member; one regular faculty member chosen by the department/sub-area of which the probationary faculty member is a part (in the case of a one person department/subarea, this faculty member shall be chosen by the division/area of which the probationary faculty member is a part.); and one manager who is the immediate supervisor of the probationary faculty member or the dean of instruction/dean of student services/area dean. This manager shall be appointed by the president.

X4.2.3.3 An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three years.

X.4.2.3.4 Responsibilities of Members of the TRC:

X.4.2.3.4.1 The TRC shall select a chair by majority vote whose responsibilities include the following:

- A) convening the TRC conferences at least two times each semester at mutually agreeable times: (1) a pre-evaluation conference; (2) if necessary, a progress evaluation conference after TRC members have completed workplace observation; (3) a post evaluation conference after all evaluations have been completed;
- B) ensuring that committee members and the evaluatee have appropriate forms;
- C) coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;
- D) adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;
- E) communicating evaluation results to the probationary faculty member;
- F) ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and
- G) ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.

X4.2.4 **WORKPLACE OBSERVATION PROCEDURE FOR LIBRARIANS**

X4.2.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.

X4.2.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.

X4.2.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as written documentation developed by librarians in the course of their work.

X4.2.4.4 The evaluator/observer shall observe librarians working with clients for at least one hour. When the librarian's primary responsibility does not involve working directly with students (for example, cataloging, acquisitions), said librarian will be observed, interviewed, and evaluated based on the assigned primary responsibilities. A similar workplace observation form will be developed.

X4.2.4.5 The documentation used for workplace observation shall include narrative comments. (See the Workplace Observation Form for Librarians).

X4.2.4.6 Within two weeks of the observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the visitation.

X4.2.5

STUDENT EVALUATION PROCEDURE FOR LIBRARIANS

- X4.2.5.1 Student evaluation forms shall be administered, completed, and returned by each student at the end of each reference session or interview or library orientation session conducted by the librarian between the start of the fifth week and the end of the eighth week of the semester. The student will receive the form from the librarian. The student shall submit the form in a sealed envelope to the circulation desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will deliver the forms to the appropriate manager or designee.
- X4.2.5.2 In the case where a librarian is evaluated in a classroom setting, including a library workshop, during the same semester that he or she is evaluated during reference sessions, student evaluations will be administered during the workshop or class. In this case, the disbursement and collection of student evaluations during reference sessions or interview or library orientation sessions shall cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part-time and faculty emeritus employees.
- X4.2.5.3 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each reference session/interview in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- X4.2.5.4 The original student evaluation forms shall be confidentially maintained. If the probationary faculty member is awarded tenure, original student evaluations will be destroyed. If the probationary faculty member is denied tenure, student evaluations will be stored for at least five years after notification of tenure denial.
- X4.2.5.5 The form used for student evaluations shall be the Student Evaluation Form for Librarians. Library Workshops shall be evaluated using the Student Evaluation Form for Library Workshops.

X4.2.6

RIGHTS AND RESPONSIBILITIES OF EVALUATEES

X4.2.6.1 Rights

- X4.2.6.1.1 A probationary faculty member being considered for tenure is entitled to be informed of the procedures of the Tenure Review process, including all appeal processes and the basis upon which tenure decisions are made. The probationary faculty member must be informed of criteria-related expectations.
- X4.2.6.1.2 The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.

- X4.2.6.1.3 The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.
- X4.2.6.1.4 The probationary faculty member has the right to expect members of the TRC to adhere to the guidelines stipulated in this article and to expect that they will strive to maintain objectivity, and ensure that any decisions regarding tenure are in agreement with the principles of academic freedom.
- X4.2.6.1.5 The probationary faculty member has the right to a confidential process.
- X4.2.6.1.6 The probationary faculty member may wish to select a peer advisor who shall serve as an independent advisor (or mentor) during the Tenure Review process. A peer advisor is a faculty member who volunteers to work with and advise the probationary faculty member.
- X4.2.6.1.7 The probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.
- X4.2.6.1.8 The peer advisor (mentor) could provide assistance to the candidate in areas such as the following:
- A) teaching styles and strategies;
 - B) theories and styles of student learning;
 - C) cultural diversity issues related to student learning and teaching strategies;
 - D) district and college policies and procedures;
 - E) workshops, conferences, courses and classes;
 - F) introducing the candidate to colleagues; and
 - G) helping with student problems.
- X4.2.6.1.9 The peer advisor (or mentor) may not serve on the probationary faculty member's Tenure Review Committee during a semester in which he/she is functioning as the peer advisor or mentor.

X4.2.6.2 Responsibilities

- X4.2.6.2.1 The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.
- X4.2.6.2.2 The probationary faculty member is required to cooperate with the TRC in creating and implementing an improvement plan to address any identified weaknesses and to participate in the activities agreed upon in the plan.
- X4.2.6.2.3 In the case of vocational faculty who do not possess a bachelor's degree, the TRC and the probationary faculty member shall develop a plan for the completion of the degree within the probationary period if the bachelor's degree continues to be mandated law. The TRC shall

establish a method for monitoring and documenting progress of the probationary faculty member.

X4.2.7 **GUIDELINES FOR EVALUATORS**

- X4.2.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X4.2.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X4.2.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X4.2.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X4.2.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X4.2.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X4.2.7.7 Evaluators shall respect the confidentiality of the process.
- X4.2.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X4.2.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X4.2.7.10 Evaluators shall create a portfolio as follows:
 - X4.2.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X4.2.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X4.2.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;

- d. improvement plan, if needed;
- e. summary report form;
- f. other documentation mutually agreed upon by the evaluation committee and the faculty;
- g. job announcement for probationary faculty members;
- h. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted).

X4.2.7.11 If an administrator chairs the TRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the TRC chair.

X4.2.7.12 If a member of the TRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X4.2.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X4.2.8 **SUMMARY REPORT**

X4.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section

X4.2.8.2 The TRC must submit to the president one of the recommendations listed below on each probationary faculty member at the end of each evaluation cycle. While each TRC member signs the summary report, the signature might not mean concurrence with the final recommendation of the TRC. (The signature section

of the summary report for TRC members should signify participation but necessarily agreement.)

X.4.2.8.2.1 Grant Tenure

A probationary faculty member with “Consistently High Ratings” may be recommended by the TRC for tenure at any time during the four-year probationary period (Ed. Code Sec. 87608); a probationary faculty member with “Satisfactory Ratings” shall be recommended by the TRC for tenure during the fourth year.

A probationary faculty member who receives “Needs Improvement” in the faculty member’s seventh semester or fourth year may be recommended by the TRC for tenure.

X4.2.8.2.2 Continuation in Probationary Status

A probationary faculty member who meets standards of performance at the end of the first and second years shall be recommended by the TRC to continue in probationary status.

A probationary faculty member who receives “Needs Improvement” may be recommended by the TRC to continue in Probationary Status.

X4.2.8.2.3 Termination of Service

A probationary faculty member who receives “Needs Improvement” may be recommended by the TRC for termination.

A probationary faculty member who is given an “Unsatisfactory Performance” shall be recommended by the TRC for termination.

X4.2.9 **TIMETABLE AND ACTIVITIES**

X4.2.9.1 Probationary faculty members shall be evaluated during the first, second, third, fifth and seventh semesters. All full- time faculty hired to begin service mid - year (that is, in a spring semester) shall be evaluated during the second, third, fourth, sixth, and eighth semesters of service. All other conditions of the faculty evaluation policy shall remain unchanged. All faculty hired mid-year may be evaluated during their first semester at the discretion of the department, using the part-time evaluation procedures.

X4.2.9.2 While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.13.2.1.2 if the timetable variation materially impacted the evaluation.

X4.2.9.3 The following schedule shall serve as a guide in completing the evaluation process:

X4.2.9.3.1 August-September/January-February
Evaluators are selected. Orientation to evaluation for the Tenure Review Committee (TRC) and probationary faculty members is conducted.

X4.2.9.3.2 September/February

Tenure Review Committee (TRC) will conduct a pre-evaluation conference to obtain materials and information from the probationary faculty member, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In the second and succeeding evaluations, the TRC will review the previous evaluation to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X4.2.9.3.3 September-November/February-April
Workplace observations occur. TRC members will complete the appropriate observation forms and conduct follow-up conference(s) with probationary faculty members to review observations.

X4.2.9.3.4 September-November/February-April
Student evaluations are conducted.

If necessary, a progress evaluation conference between the TRC and the probationary faculty to discuss workplace evaluations and observations will occur. If any of the evaluators perceives a serious problem with the evaluatee's performance, the evaluator shall contact the chair of the TRC. If the TRC decides that a serious problem exists, it will meet with the probationary faculty member and develop specific recommendations to address the serious problem(s). If the TRC so determines, these recommendations may provide for additional observations by one or more members of the committee. These recommendations will be added to the portfolio.

X4.2.9.3.5 November/April
Probationary faculty member completes the Self Evaluation Report and submits it to the TRC chair. The manager on the TRC and the United Faculty vice-president may review the personnel file of the probationary faculty member and forward all criteria-related documents in the file to the TRC for review. The TRC may receive input that is relevant to the criteria from the Department Chair (if applicable).

X4.2.9.3.6 December/May

X4.2.9.3.6.1 Post-evaluation conferences: The TRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

The person writing the summary report in conjunction with the TRC members completes the summary report, and, if necessary, discusses the development of an improvement plan. The summary report represents and reflects the views of each and every team member.

X4.2.9.3.6.2 The TRC holds a post-evaluation conference with the probationary faculty member to discuss all aspects of the evaluation, including the summary report and the development of an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

- X4.2.9.6.3 The Evaluation Portfolio shall be forwarded to the college president.
- X4.2.9.6.4 The President reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The President may disagree with the TRC's recommendation.
- Once the President has made a tentative decision, s/he shall inform the TRC of her/his recommendation if it differs from the TRC's recommendation, prior to submitting the summary report to the chancellor. If the TRC wishes to discuss the President's recommendation, the committee and the president shall meet. After the meeting, if the TRC disagrees with the President's recommendation, the committee may attach a written statement of its recommendation to the summary report, which shall be forwarded to the chancellor.
- X4.2.9.6.5 The President submits the summary report to the Chancellor.
- In cases where the Chancellor receives conflicting recommendations from the president and the TRC, the chancellor shall request to review the evaluation portfolio and shall meet with the TRC and the college president to reconcile the differences. If a reconciliation cannot be reached, the summary report shall be forwarded to the governing board with the chancellor's recommendation for tenure, continuation in probationary status, or dismissal of the probationary faculty member.
- X4.2.9.6.6 The Chancellor submits recommendations to the governing board.
- The Governing Board shall make the final decision for the probationary faculty member to be granted tenure, to continue in probationary status, or to be dismissed.
- X4.2.9.6.7 The Chancellor returns the summary report to the president who places the report into the evaluation portfolio and ensures that the portfolio is placed in the personnel file of the probationary faculty member.

X4.2.10 **IMPROVEMENT PLAN**

- X4.2.10.1 If level of performance on the summary evaluation form is less than satisfactory, a specific plan for performance-improvement shall be developed by the TRC in consultation with the probationary faculty member. The division dean or designee, in consultation with the department chair, shall monitor activities listed on the improvement plan to ensure timely completion. UF shall be notified by the chair of the TRC of the intent to give an improvement plan. At the post-evaluation conference, the evaluatee shall be informed of his or her right to union representation, and the evaluatee shall have 10 faculty-service days to sign the improvement plan. Signature indicates receipt but not necessarily agreement.
- X4.2.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. The improvement plan may identify available resources such as (but not limited to) staff development, workshops, conferences or other classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

Improvement Plan Progress Report Form	
Faculty Member (Evaluatee): _____ Date of Improvement Plan: _____	
Date of Progress Report _____	
Manager (Vice President or Designee) Completing Progress Report _____	
Department Chair: _____	
Summary of Previous Evaluations	
Summary of Concerns Articulated in Improvement Plan	
Summary of Progress Made in Responding to Areas of Concern	
Summary of How the Evaluatee Has Met Professional Responsibilities	
Signatures:	
Manager (Vice President or Designee): _____	
Department Chair: _____	

The Progress Report should be sent to the College President no later than February 1 of the year in which it is written. A copy should also be sent to the evaluatee and the evaluatee's department chair. The Progress Report will be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.

X4.2.11 INSTITUTIONAL SUPPORT

The college, district or both shall provide support for the probationary faculty member during the Tenure Review process. Support shall include, but not be limited to, the following areas: (1) an orientation to the Tenure Review process at the beginning of the first contract; (2) a limit of four preparations per year during the first year; (3) orientation to department/subarea/division/area/college guidelines and procedures; (4) and appropriate and adequate professional development alternatives for probationary faculty if recommended by Tenure Review Committee. Support may also include a peer advisor.

Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X4.2.12 ORIENTATION TO EVALUATION

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X4.2.12.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X4.2.12.2 The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.
- X4.2.12.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X4.2.12.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X4.2.12.5 Every tenured faculty member must attend an orientation once every three years.

X4.2.13 PROGRESS REPORTS

- X4.2.13.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.
- X4.2.13.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.

- X4.2.13.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.
- X4.2.13.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X4.2.13.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X4.2.13.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X4.2.13.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X4.2.13.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X4.2.13.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X4.2.13.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X4.2.14 DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY

X4.2.14.1 Available Procedures

X4.2.14.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X4.2.14.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using

the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X4.2.14.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X4.2.14.2 Specifics of Appeals Process

X4.2.14.2.1 Limitations of the Appeals Process

X4.2.14.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X4.2.14.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X4.2.14.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X4.2.14.2.2 Steps in the Appeals Process

X4.2.14.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X4.2.14.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X4.2.14.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

- X4.2.14.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X4.2.14.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X4.2.14.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X4.2.14.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X4.2.14.2.3 **Composition of the Due Process Panel**

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X4.2.14.2.4 **Effective Date of the Allegation**

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X4.2.15 **PERFORMANCE CRITERIA FOR PROBATIONARY LIBRARIANS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goals of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist are to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of probationary counselors, librarians.

- X4.2.15.1 Demonstrate competence in performing library duties and other responsibilities.
 - X4.2.15.1.1 Display expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.
 - X4.2.15.1.2 Ask appropriate questions to clarify students' informational needs.
 - X4.2.15.1.3 Help maintain a library environment conducive to student learning.
 - X4.2.15.1.4 Adhere to the agreed-upon weekly schedule that meets the requirements of this contract, keep appropriate records and meet agreed-upon deadlines.
 - X4.2.15.1.5 Provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services.
 - X4.2.15.1.6 Treat colleagues fairly and politely as fellow professionals, and be considerate in dealings with other college staff.
- X4.2.15.2 Recognize the rights of students.
 - X4.2.15.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X4.2.15.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X4.2.15.2.3 Treat students fairly and politely.
 - X4.2.15.2.4 Be attentive to student questions and comments, and be clear and precise in response.
- X4.2.15.3 Participate in non-library professional responsibilities.
 - X4.2.15.3.1 Attend required management-called meetings.
 - X4.2.15.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third or fourth years only and permitted in the second year. (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately share of meetings or committees.)
 - X4.2.15.3.3 Participate in the evaluation process in a professional and timely manner.
- X4.2.15.4 Participate in professional growth activities beginning the second year and thereafter. These may include the following:

- X4.2.15.4.1 participating in activities designed to enhance professional performance independent research, learning and developing strategies for more effectively serving students and patrons of the library, advanced course work related to the discipline, creating and maintaining professional contacts and occupational training, developing new courses and/or curricula, and applying professional knowledge and/or skills to community and similar activities;
 - X4.2.15.4.2 serving on college, district, and/or statewide committees; and
 - X4.2.15.4.3 maintaining and expanding knowledge and skills in subject matter appropriate to professional responsibilities by staying current with new information systems and new technologies, and new resources in academic and vocational disciplines.
- X4.2.15.5 Adhere to criteria for teaching faculty (in addition to criteria for librarians) when leading a workshop or teaching a class.

X4.2.16.6 **EVALUATION OF FACULTY HIRED MID-YEAR**

All full-time faculty hired to begin service mid-year (that is, in a spring semester) shall be evaluated during the second, third, fourth, sixth, and eighth semesters of service. All other conditions of the faculty evaluation policy shall remain unchanged. All faculty hired mid-year may be evaluated during their first semester at the discretion of the department, using the part-time evaluation procedures.

Librarian Workplace Observation Form

Evaluatee _____ Time and Place of Observation _____
 Evaluator _____ # of Clients Served _____ Date _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 4 3 2 1 NA
 Excellent Above Average Average Below Average Poor Not Applicable

	5	4	3	2	1	NA	Comments
1. Expertise: The librarian demonstrated expertise in subject matter appropriate to assigned responsibilities.							
2. Reference Interviews: The librarian asked appropriate questions to clarify students' information needs.							
3. Clarity: The librarian was attentive to questions and clear and precise in response.							
4. Respect: The librarian treated all students respectfully.							
5. Controversial Material: The librarian recognized the right of students to have points of view different from the librarian's.							
6. Providing Direction: The librarian demonstrated competence in providing direction and instruction for library and on-line resources.							
7. Atmosphere: The librarian demonstrated effective skills in maintaining a library environment conducive to student learning.							
8. Responsibility: The librarian keeps appropriate records, meets deadlines and accomplishes assigned responsibilities							
9. Evaluation Process: The librarian participated in the evaluation process in a professional and timely manner.							

X4.2.17

SAMPLE WORKPLACE OBSERVATION FORM FOR LIBRARIANS

STUDENT EVALUATION FORM FOR REFERENCE LIBRARIANS

This student evaluation is part of the library’s regular effort to maintain quality instruction. We use your responses to these questions to improve our service to students. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your librarian:

- | | | | |
|------------------|------------------------------------|-------------------|----------------------|
| 5 | 4 | 3 | 2 |
| Always/Excellent | Often/Above Average | Sometimes/Average | Rarely/Below Average |
| 1 | NA | | |
| Never/Poor | “Not Applicable” (I can’t answer.) | | |

The librarian	5	4	3	2	1	NA	Comments
1. made me feel welcome in the library.							
2. treated me respectfully.							
3. clearly explained the library and on-line resources that were available to me.							
4. made me feel comfortable about asking questions.							
5. knew how to find the material and resources that I needed.							
6. listened to me and answered questions in a way that I could understand.							

STUDENT EVALUATION FORM FOR LIBRARY WORKSHOPS

This student evaluation is part of the library's regular effort to maintain quality instruction. We use your responses to these questions to improve our service to students. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 4 3 2 1 NA
 Always/Excellent Often/Above Average Sometimes/Average Rarely/Below Average Never/Poor "Not Applicable" (I can't answer.)

The librarian leading the workshop	5	4	3	2	1	NA	Comments
1. told the class what we were going to do and what we were expected to learn.							
2. included material in the workshop that was relevant to my course.							
3. knew how to find material and resources connected to my course.							
4. was organized and presented information clearly.							
5. was well-prepared for class.							
6. checked during class to see if students understood the material.							
7. encouraged students to ask questions and/or express their points of view.							
8. answered questions clearly.							
9. showed interest in the material that we were studying.							
11. explained the library resources that were available to me.							
12. encouraged me to think and explore new ideas.							
13. treated all students respectfully.							

Summary Evaluation Form for Faculty

Evaluatee: <input type="text"/>	Date of hire: <input type="text"/>	Evaluation Sem/Year: <input type="text"/>
---------------------------------	------------------------------------	---

Check Faculty Status: Tenured Full-time Faculty Probationary (Tenure Track) Faculty Part-time Faculty

Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation):

Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? Yes No

Summary of previous evaluation (available in Division Office), if applicable: <input type="text"/>
Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): <input type="text"/>
Summary of classroom/workplace observations—attach observation forms and comments: <input type="text"/>

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report:</p> <input type="checkbox"/>
<p>Criteria-related input from dept. chair and/or dean:</p> <input type="checkbox"/>
<p>Evaluatee comments—attach a separate sheet if necessary:</p> <input type="checkbox"/>

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings**—Excellent overall performance.
- Satisfactory Performance**—Acceptable overall performance.
- Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance**—Unacceptable overall performance.

_____ []
Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) **Date**

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

<input type="checkbox"/>	Chair/Evaluator	(print name)	_____	(signature)	[]	Date
<input type="checkbox"/>	Committee Member	(print name)	_____	(signature)	[]	Date
<input type="checkbox"/>	Committee Member	(print name)	_____	(signature)	[]	Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

Grant Tenure
 Continue in Probationary Status
 Termination of Service

Resolution (To be completed by college president)

Grant Tenure
 Continue in Probationary Status
 Termination of Service

President: _____ **Date:** _____

Chancellor: _____ **Date:** _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____

Department: _____ Semester and year of hire in department: _____

Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes ___ No ___

Disqualifying condition(s) for preferential staffing status: Yes ___ No ___

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes ___ No ___

___ Preferential staffing status granted or maintained Date: _____

___ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____
Signature

Division Dean: _____
Signature

Evaluator (if applicable): _____
Signature

Return completed original form to the college HR office. Copies to applicant and Division Office.

X4.2.21 **SELF EVALUATION FOR LIBRARIANS**

For your self-evaluation, you are asked to write a report discussing your work in the library, your handling of professional responsibilities, and your professional development.

X4.2.21.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities— part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. textbooks readings, supplies, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Blackboard, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

+

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X4.2.19.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Performance of Library Duties
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Performance of Library Duties

- What new effective practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your practices and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Tenured Librarians

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This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Tenured Librarians. Tenured classroom faculty, counselors, learning disability specialists, faculty who teach on-line, part-time and probationary (tenure track) faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X4.3.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X4.3.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X4.3.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE

X4.3.3.1 The peer review process shall be conducted in adherence to the applicable Education Code (87663d).

X4.3.3.2 The Peer Review Committee (PRC) is charged with the responsibility of conducting the evaluation and shall be composed of two members; one regular faculty member or educational manager chosen by the evaluatee; and one regular faculty member chosen by the department/sub-area or in the case of a one person department/subarea, one regular faculty member chosen by the division/area of which the evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.

X4.3.3.3 An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years.

X4.3.3.4 Responsibilities of Members of the PRC:

- X4.3.3.4.1 The PRC shall elect its own chair whose responsibilities include the following:
- A) convening the PRC conferences at least two times each semester at mutually agreeable times: a pre-evaluation conference a post-evaluation conference after all evaluations have been completed;
 - B) coordinating student evaluations, classroom observations, and observations of counselors, librarians, learning disabilities specialists, and physical disabilities specialists;
 - C) adhering to the specified timetable for the evaluation process;
 - D) communicating evaluation results to the evaluatee;
 - E) completing the summary checklist and summary report;
 - F) ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
 - G) ensuring that the committee determines whether other duties related to the evaluatee's teaching load ought to be addressed/evaluated.
- X4.3.3.4.2 If a member of the PRC must resign from the committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X3.3.3.2. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

X4.3.4 **WORKPLACE OBSERVATION PROCEDURE FOR LIBRARIANS**

- X4.3.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X4.3.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X4.3.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as written documentation developed by librarians in the course of their work.
- X4.3.4.4 The evaluator/observer shall observe librarians working with clients for at least one hour. When the librarian's primary responsibility does not involve working directly with students (for example, cataloging, acquisitions), said librarian will be observed, interviewed, and evaluated based on the assigned primary responsibilities. A similar workplace observation form will be developed.
- X4.3.4.5 The documentation used for workplace observation shall include narrative comments. (See the Workplace Observation Form for Librarians).

X4.3.4.6 Within two weeks of the observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the visitation.

X4.3.5 **STUDENT EVALUATION PROCEDURE FOR LIBRARIANS**

X4.3.5.1 Student evaluation forms shall be administered, completed, and returned by each student at the end of each reference session or interview or library orientation session conducted by the librarian between the start of the fifth week and the end of the eighth week of the semester. The student will receive the form from the librarian. The student shall submit the form in a sealed envelope to the circulation desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will deliver the forms to the appropriate manager or designee.

X4.3.5.2 In the case where a librarian is evaluated in a classroom setting, including a library workshop, during the same semester that he or she is evaluated during reference sessions, student evaluations will be administered during the workshop or class. In this case, the disbursement and collection of student evaluations during reference sessions or interview or library orientation sessions shall cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part-time and faculty emeritus employees.

X4.3.5.3 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each reference session/interview in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

X4.3.5.4 The original student evaluation forms shall be confidentially maintained. In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.

X4.3.5.5 The form used for student evaluations shall be the Student Evaluation Form for Librarians. Library Workshops shall be evaluated using the Student Evaluation Form for Library Workshops.

X4.3.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X4.3.6.1 Rights

X4.3.6.1.1 The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.

X4.3.6.1.2 The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee's job.

- X4.3.6.1.3 The evaluatee shall have the right to have any job performance deemed to “needs improvement” specifically communicated to her/him in writing and based on the job-related criteria.
- X4.3.6.1.4 The evaluatee has the right to expect members of the PRC to adhere to guidelines stipulated in this article and to expect that they will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X4.3.6.1.5 the evaluatee has the right to a confidential process.

X4.3.6.2 Responsibilities

- X4.3.6.2.1 The evaluatee is required to attend scheduled meetings with the PRC.
- X4.3.6.2.2 The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed “needs improvement.”
- X4.3.6.2.3 The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.

X4.3.7 **GUIDELINES FOR EVALUATORS**

- X4.3.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X4.3.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X4.3.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X4.3.7.4 Evaluators shall evaluate the faculty member’s professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X4.3.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X4.3.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X4.3.7.7 Evaluators shall respect the confidentiality of the process.
- X4.3.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.

- X4.3.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X4.3.7.10 Evaluators shall create a portfolio as follows:
- X4.3.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
- X4.3.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
- X4.3.7.10.3 The portfolio will contain, at the minimum:
- a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed workplace observation forms;
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).
- X4.3.7.11 If an administrator chairs the PRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the PRC chair.
- X4.3.7.12 If a member of the PRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X4.3.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X4.3.8 **PROGRESS REPORT**

X4.3.8.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.

- X4.3.8.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.
- X4.3.8.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.
- X4.3.8.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X4.3.8.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X4.3.8.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X4.3.8.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X4.3.8.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X4.3.8.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X4.3.8.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X4.3.8.2 Summary Report

The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X4.3.13.2.1.2

X4.3.9 **TIMETABLE AND ACTIVITIES**

- X4.3.9.1 Each regular faculty member shall be evaluated every sixth semester. In the event that a faculty member is on leave or serving full-time in an administrative capacity during his/her regularly scheduled evaluation semester, the evaluatee shall be evaluated during the first year that the evaluatee returns to duties as an instructor, counselor, librarian, or learning disabilities specialist
- X4.3.9.2 A probationary faculty member who achieves tenure shall be evaluated as a regular faculty member in the third year after being granted tenure.
- X4.3.9.3 For a faculty member teaching in an "AC" contract assignment outside her/his "A" contract discipline(s), the "AC" department/subarea shall have the option to evaluate that faculty member independent of the faculty member's regular evaluation and not more often than specified in the part-time evaluation policy.

X4.3.9.4 The following schedule shall serve as a guide in completing the evaluation process:

X4.3.9.4.1 August-September/January-February

Peer Evaluators are Selected. Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted

X4.3.9.4.2 September/February

Peer Review Committee (PRC) will conduct a pre-evaluation conference to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In evaluations thereafter, the PRC may review the previous evaluation to ensure continuity of the process.

X4.3.9.4.3 September-November/February-April

X4.3.9.4.3.1 Classroom observations for teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialists by PRC members occur.

X4.3.9.4.3.2 Within two weeks after the observations, PRC members will complete the observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s).

X4.3.9.4.3.3 Student evaluations are conducted.

X4.3.9.4.3.4 If requested by the evaluatee, the evaluator shall make a second workplace observation and complete an observation form on that second observation before the end of the ninth week. If the evaluatee desires, a third peer may be chosen to enter the process at this point. The third peer's observation and observation form must be completed before the end of the eleventh week of the semester. Information from all observations shall be included in the summary report.

X4.3.9.4.4 November/April

X4.3.9.4.4.1 Evaluatee completes self evaluation and submits to PRC chair

X4.3.9.4.4.2 Post-evaluation conferences

The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

X4.3.9.4.4.3 The PRC chair in conjunction with the PRC members completes the summary report, and, if necessary, discusses the development of an improvement plan.

X4.3.9.4.4.4 The PRC holds a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation, including the summary report and the development an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X4.3.9.4.4.5 The evaluation portfolio shall be forwarded to the appropriate dean of instruction/dean of student services/area dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X4.3.10 **IMPROVEMENT PLAN**

X4.3.10.1 If the PRC determines that the faculty performance "needs improvement," a specific plan for performance improvement shall be developed by the PRC in consultation with the evaluatee.

X4.3.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. The timeline shall not exceed three semesters from the date of development of the plan for completion of activities.

X4.3.10.3 The committee and the evaluatee shall agree upon available resources such as

staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.

- X4.3.10.4 The committee shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X4.3.10.5 The committee shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measurable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

<p>Signatures:</p> <p>Faculty member being evaluated: _____</p> <p>Evaluation Committee Chair: _____</p> <p>Dean: _____</p>

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X4.3.11 **MANAGEMENT PARTICIPATION IN THE EVALUATION OF TENURED FACULTY**

If management believes substantial evidence exists that a faculty member is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty member. Before a management evaluation is initiated, management must notify the faculty member to be evaluated and United Faculty in writing that an evaluation is to occur. Once the notification has been given, management must give the faculty member twenty-four hour notice of any classroom observation that is to occur.

X4.3.12 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X4.3.11.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X4.3.11.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X4.3.11.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X4.3.11.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X4.3.11.5 Every tenured faculty member must attend an orientation once every three years.

X4.3.13 **PERFORMANCE CRITERIA FOR TENURED LIBRARIANS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist is to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of tenured librarians.

- X4.3.13.1 Demonstrate competence in performing library duties and other responsibilities.

- X4.3.13.1.1 Display expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.
 - X4.3.13.1.2 Ask appropriate questions to clarify students' informational needs.
 - X4.3.13.1.3 Help maintain a library environment conducive to student learning.
 - X4.3.13.1.4 Adhere to the agreed-upon weekly schedule that meets the requirements of this contract, keep appropriate records and meet agreed-upon deadlines.
 - X4.3.13.1.5 Provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services
 - X4.3.13.1.6 Treat colleagues fairly and politely as fellow professionals, and be considerate in dealings with other college staff.
- X4.3.13.2 Recognize the rights of students.
- X4.3.13.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X4.3.13.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X4.3.13.2.3 Treat students fairly and politely.
 - X4.3.13.2.4 Be attentive to student questions and comments, and be clear and precise in response.
- X4.3.13.3 Participate in non-library professional responsibilities.
- X4.3.13.3.1 Attend required management-called meetings.
 - X4.3.13.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately share of meetings or committees.)
 - X4.3.13.3.3 Participate in the evaluation process in a professional and timely manner.
- X4.3.13.4 Participate in professional growth activities. These may include the following:
- X4.3.13.4.1 participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students and patrons of the library, advanced course work related to the discipline, creating and maintaining professional contacts and occupational training, developing new courses and/or curricula, and applying professional knowledge and/or skills to community and similar activities;

- X4.3.13.4.2 serving on college, district, and/or statewide committees; and
- X4.3.13.4.3 maintaining and expanding knowledge and skills in subject matter appropriate to professional responsibilities by staying current with new information systems and new technologies, and new resources in academic and vocational disciplines.
- X4.3.13.5 Adhere to criteria for teaching faculty (in addition to criteria for librarians) when leading a workshop or teaching a class.

Librarian Workplace Observation Form

Evaluatee _____ Time and Place of Observation _____

Evaluator _____ # of Clients Served _____ Date _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 Excellent Above Average 4 Above Average 3 Average 2 Below Average 1 Poor NA Not Applicable

	5	4	3	2	1	NA	Comments
1. Expertise: The librarian demonstrated expertise in subject matter appropriate to assigned responsibilities.							
2. Reference Interviews: The librarian asked appropriate questions to clarify students' information needs.							
3. Clarity: The librarian was attentive to questions and clear and precise in response.							
4. Respect: The librarian treated all students respectfully.							
5. Controversial Material: The librarian recognized the right of students to have points of view different from the librarian's.							
6. Providing Direction: The librarian demonstrated competence in providing direction and instruction for library and on-line resources.							
7. Atmosphere: The librarian demonstrated effective skills in maintaining a library environment conducive to student learning.							
8. Responsibility: The librarian keeps appropriate records, meets deadlines and accomplishes assigned responsibilities							
9. Evaluation Process: The librarian participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR LIBRARY WORKSHOPS

This student evaluation is part of the library's regular effort to maintain quality instruction. We use your responses to these questions to improve our service to students. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 Always/Excellent 4 Often/Above Average 3 Sometimes/Average 2 Rarely/Below Average 1 Never/Poor "Not Applicable" (I can't answer.) NA

The librarian leading the workshop	5	4	3	2	1	NA	Comments
1. told the class what we were going to do and what we were expected to learn.							
2. included material in the workshop that was relevant to my course.							
3. knew how to find material and resources connected to my course.							
4. was organized and presented information clearly.							
5. was well-prepared for class.							
6. checked during class to see if students understood the material.							
7. encouraged students to ask questions and/or express their points of view.							
8. answered questions clearly.							
9. showed interest in the material that we were studying.							
11. explained the library resources that were available to me.							
12. encouraged me to think and explore new ideas.							
13. treated all students respectfully.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p>Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty</p> <p><input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p>Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p>Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report: []</p>	<p>Criteria-related input from dept. chair and/or dean: []</p>	<p>Evaluatee comments—attach a separate sheet if necessary: []</p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings**—Excellent overall performance.
- Satisfactory Performance**—Acceptable overall performance.
- Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance**—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ **Date**

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

	_____ Chair/Evaluator (print name)	_____ (signature)		Date
	_____ Committee Member (print name)	_____ (signature)		Date
	_____ Committee Member (print name)	_____ (signature)		Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

- Grant Tenure** **Continue in Probationary Status** **Termination of Service**
- Resolution (To be completed by college president)**
- Grant Tenure** **Continue in Probationary Status** **Termination of Service**

President: _____ **Date:** _____

Chancellor: _____ **Date:** _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

X4.3.18 **SELF EVALUATION FOR LIBRARIANS**

For your self-evaluation, you are asked to write a report discussing your work in the library, your handling of professional responsibilities, and your professional development.

X4.3.18.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Performance of Library Duties

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I help maintain a library environment conducive to student learning.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I ask appropriate questions to clarify students' informational needs.				
I am approachable and welcome student inquiries.				
I am considerate in my dealings with other college staff.				
I provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services.				
I communicate ideas clearly, concisely, and effectively.				
I am sensitive to the learning styles/challenges of each student.				
I am sensitive to the needs of students with diverse backgrounds and experience.				
I adhere to the agreed-upon weekly schedule that meets contractual requirements.				
I use my time in the library efficiently.				
I maintain professional standards in completing assigned duties, including cataloging and acquisitions.				
I keep appropriate records and meet agreed-upon deadlines.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. SLOs; Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself accessible to students and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor).				
I am a member of a professional organization.				

X4.3.18.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Performance of Library Duties
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Performance of Library Duties

- What new effective practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your practices and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Part-Time Learning Disability Specialists

Table of Contents

- X5.1.1 Introduction and Contract Language regarding Implementation of Guidelines
- X5.1.2 More Introductory Contract Language including Purpose of Evaluations
- X5.1.3 Evaluation Process
- X5.1.4 Workplace Observation Procedure for Learning Disabilities Specialists
- X5.1.5 Student Evaluation Procedure for Learning Disabilities Specialists
- X5.1.6 Rights and Responsibilities of Evaluatees
- X5.1.7 Guidelines for Evaluators
- X5.1.8 Summary Report
- X5.1.9 Timetable and Activities
- X5.1.10 Orientation to Evaluation
- X5.1.11 Performance Criteria for Part-Time LDS
- X5.1.12 Workplace Observation Form for LDS (sample)
- X5.1.13 Student Evaluation Form for LDS (sample)
- X5.1.14 Summary Report From (sample)
- X5.1.15 Self-Evaluation Worksheet for LDS and Procedure for Completing the Self-Evaluation Report
- X5.1.16 Improvement Plan and Sample Improvement Plan Form

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of part-time learning disabilities specialists. Part-time classroom faculty, librarians, counselors, faculty who teach on-line, probationary and full-time faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean. The forms and procedures for part-time faculty also apply to Emeritus faculty.

X5.1.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X5.1.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X5.1.3 EVALUATION PROCESS

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). Part-time faculty will have two evaluators during the seventh semester, as per Article 25.2.

For part-time faculty, the evaluation process will be conducted by one regular faculty member appointed by the department/subarea (except for the seventh semester evaluation when there will be two regular faculty members appointed). Management shall have the right to assign an educational manager to evaluate the part-time faculty member. The department/subarea appointee will serve as chair of the committee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/subarea may also add another regular faculty member. For a part-time faculty member who serves in more than one discipline, including responsibilities such as coaching, journalism, forensics and the performing arts, each department/subarea/program within those disciplines has the right to conduct an evaluation.

- X5.1.3.1 The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- X5.1.3.2 The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.
- X5.1.3.3 The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- X5.1.3.4 Classroom/workplace observations shall occur.
- X5.1.3.5 Student evaluations will be administered.
- X5.1.3.6 The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.
- X5.1.3.7 The chair/evaluator will review the results of the evaluation with the part-time faculty member. The summary report shall be signed and the materials will be forwarded to the area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.
- X5.1.3.8 The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.

X5.1.4 **WORKPLACE OBSERVATION PROCEDURES FOR LEARNING DISABILITIES SPECIALISTS**

- X5.1.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X5.1.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X5.1.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- X5.1.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour. The observations of the learning disabilities specialist shall take place when the specialist conducts the individual education plan conference and the exit interview.
- X5.1.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form for LDS).
- X5.1.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

X5.1.5 **STUDENT EVALUATION PROCEDURE FOR LEARNING DISABILITIES SPECIALISTS**

- X5.1.5.1 Student evaluation forms shall be administered by a tenured learning disabilities specialist. Students who have completed the intake process or developed/renewed an individualized educational plan (IEP) with the faculty member by the eighth week of school will complete a student evaluation form. The student shall submit the form in a sealed envelope for collection by the chair of the evaluation committee. The chair will deliver the forms to the appropriate manager or designee.
- X5.1.5.2 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- X5.1.5.3 The original student evaluation forms shall be confidentially maintained. The evaluations will be stored until the next evaluation cycle.
- X5.1.5.4 The form used for student evaluations shall be the Student Evaluation Form for LDS.

X5.1.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

- X5.1.6.1 Rights

Within the first four weeks of the semester, the evaluatee shall be notified that he/she is to be evaluated and shall be given access to the forms and information relevant to the evaluation as found in the document entitled Evaluation Guidebook for Part-Time Learning Disabilities Specialists.
- X5.1.6.2 The evaluatee shall have the right to have any job performance deemed “needs improvement” specifically communicated to her/him in writing and based on the job-related criteria. If rehired, the faculty member shall be given a plan for improvement.
- X5.1.6.3 The evaluatee has the right to expect evaluator(s) to adhere to the guidelines stipulated in this article and to expect that evaluator(s) will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X5.1.6.4 The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.
- X5.1.6.5 The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.
- X5.1.6.6 The evaluatee has the right to appeal the process but not the substance of an evaluation. Where a procedural violation is alleged, the evaluatee shall, within

fifteen (15) days of the time the evaluatee knew or should have known of such violation, file a request for a hearing with the United Faculty. The United Faculty shall investigate the alleged violation, and within fifteen (15) work days of receipt, shall determine no violation occurred, or shall file with the appropriate area dean, a request for a new evaluation. The Dean will then convene a Review Committee, to include the Department Chair, the Dean, and the UF Vice President, and the Committee will determine by consensus whether a new evaluation process should begin. The Committee will also decide on a timetable for the new evaluation. In the case where the Committee decides that a new evaluation is needed, the previous evaluation (the one where procedure was violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.

X5.1.6.7

Responsibilities

The evaluatee is expected to participate in the evaluation process in a professional and timely manner. The evaluatee is required to attend scheduled meetings with his/her evaluator(s).

X5.1.7

GUIDELINES FOR EVALUATORS

X5.1.7.1

Evaluators shall read all materials and follow guidelines and timetables.

X5.1.7.2

Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

X5.1.7.3

Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.

X5.1.7.4

Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.

X5.1.7.5

Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.

X5.1.7.6

Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.

X5.1.7.7

Evaluators shall respect the confidentiality of the process.

X5.1.7.8

Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.

X5.1.7.9

Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.

X5.1.7.10

Evaluators shall create a portfolio as follows:

X5.1.7.10.1

This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.

X5.1.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

X5.1.7.10.3 The portfolio will contain, at the minimum:

- a. student evaluation transcriptions, including percentages and typed comments;
- b. completed classroom observation forms (including the classroom observation plan form);
- c. completed self evaluation report;
- d. improvement plan, if needed;
- e. summary report form;
- f. other documentation mutually agreed upon by the evaluation committee and the faculty;
- g. job announcement for probationary faculty members;
- h. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted).

X5.1.8 SUMMARY REPORT

X1.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is

considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.13.2.1.2

X5.1.9 TIMETABLE AND ACTIVITIES

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). The evaluation process is reviewed in X5.1.3.

The evaluation will be completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which the evaluation was conducted.

While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.13.2.1.2 if the timetable variation materially impacted the evaluation.

X5.1.9.1 The following schedule shall serve as a guide in completing the evaluation process:

X5.1.9.1.1 August-September/January-February
Evaluators are selected. Orientation to evaluation is conducted.

X5.1.9.1.2 September/February
Evaluator(s) and Evaluatee should meet for a pre-evaluation conference to obtain materials and information, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the evaluator(s).

In the fourth-semester and succeeding evaluations, the Evaluator(s) may review the previous evaluation(s) to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X5.1.9.1.3 September-November/February-April
Workplace observations occur. Within two weeks after the observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

X5.1.9.1.4 September-November/February-April
Student evaluations are conducted.

X5.1.9.1.5 November/April
Evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X5.1.10 ORIENTATION TO EVALUATION

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for

training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X5.1.10.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X5.1.10.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X5.1.10.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X5.1.10.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X5.1.10.5 Every tenured faculty member must attend an orientation once every three years.

X5.1.11 PERFORMANCE CRITERIA FOR PART-TIME LEARNING DISABILITIES SPECIALISTS

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist are to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of part-time and faculty emeritus counselors.

- X5.1.11.1 Demonstrate competence in performing routine procedures and other primary responsibilities.
 - X5.1.11.1.1 Adhere to the weekly schedule that meets the requirements of this contract.
 - X5.1.11.1.2 Display expertise in techniques (including the use of technology, when appropriate) designed to enhance learning.
 - X5.1.11.1.3 Diagnose and provide verification of learning disabilities and determine eligibility for services in accordance with state guidelines.
 - X5.1.11.1.4 Meet individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.
 - X5.1.11.1.5 Develop a prescriptive individual education plan for each student detailing appropriate support services.
 - X5.1.11.1.6 Teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.
 - X5.1.11.1.7 Help students gain greater independence in an academic environment.

X5.1.11.2 Recognize the rights of students.

X5.1.11.2.1 Display skill in establishing rapport with diverse population of students.

X5.1.11.2.2 Be responsive to the needs and special circumstances of individual students.

X5.1.11.2.3 Recognize the right of students to have points of view different from the instructor's.

X5.1.11.2.4 Communicate diagnostic information to students in a manner which helps them maximize their strengths.

X5.1.11.2.5 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.

X5.1.11.2.6 Treat students fairly and politely.

X5.1.11.2.7 Be attentive to student questions and comments, and be clear and precise in response.

X5.1.11.3 Participate in the evaluation process in a professional and timely manner.

Workplace Observation Form for Learning Disabilities Specialists

Evaluatee _____ Time and Place of Observation _____ Date _____

Evaluator _____ Number of Students Served _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

	5	4	3	2	1	NA	
	excellent	above average	average	below average	poor	not applicable	Comments
1. Expertise: The specialist displayed expertise in techniques designed to enhance learning.							
2. Diagnostics: The specialist diagnosed and provided verification of learning disabilities and determined eligibility for services in accordance with state guidelines.							
3. Planning: The specialist developed a prescriptive individual education plan for each student detailing appropriate support services.							
4. Strategizing: The specialist taught students how to apply learning strategies particularly suited to their individual needs in order to determine goals.							
5. Rapport: The specialist displayed skill in establishing rapport with a diverse population of students.							
6. Communication: The specialist communicated diagnostic information in a manner that helped maximize student strengths.							
7. Attentiveness: The specialist was attentive to student questions and comments and was clear and precise in response.							
8. Respect: The specialist treated students respectfully and responded to their individual needs and special circumstances.							
9. Evaluation Process: The specialist participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR LEARNING DISABILITES SPECIALISTS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

Part 1

Please mark the reason you came to see the learning disabilities specialist.

- Individual Education Plan (IEP) appointment (schedule planning)
- Problem with a class/instructor
- Problem with a support service
- Personal matter
- Other

How many times have you seen the specialist?

- One
- Two
- Three
- Four
- Five or more

STUDENT EVALUATION FORM CONTINUED...

Part 2

On a scale of 1 to 5, please evaluate the specialist:

5 4 3 2
 Always/Excellent Often/Above Average Sometimes/Average Rarely/Below Average

 1 NA
 Never/Poor "Not Applicable" (I can't answer.)

The specialist	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. explained the results of my testing.							
3. understood my academic and personal needs.							
4. helped me develop an individual education plan and encouraged me to seek other sources of support on campus.							
5. suggested strategies I could use to improve my learning.							
6. encouraged me to be active in my classes and at the College.							
7. made me feel comfortable and was sensitive to my disability.							
8. showed an interest in me personally.							
9. helped me to understand my strengths.							
10. treated me with respect.							
11. encouraged me to ask questions.							
12. answered my questions clearly.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p> Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p> Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p> Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p> Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report: </p>	<p>Criteria-related input from dept. chair and/or dean: </p>	<p>Evaluatee comments—attach a separate sheet if necessary: </p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings—Excellent overall performance.
- Satisfactory Performance—Acceptable overall performance.
- Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

	Chair/Evaluator	(print name)	_____	(signature)	_____	Date	
	Committee Member	(print name)	_____	(signature)	_____	Date	
	Committee Member	(print name)	_____	(signature)	_____	Date	

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

- Grant Tenure Continue in Probationary Status Termination of Service
- Resolution (To be completed by college president)
- Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Summary Evaluation Form for Faculty
APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

X5.1.15 SELF EVALUATION FOR LEARNING DISABILITIES SPECIALISTS

For your self-evaluation, you are asked to write a report discussing your LDS procedures and methodology, your handling of professional responsibilities, and your professional development.

X5.1.15.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

LDS Procedures and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I diagnose learning disabilities and determine eligibility for services in accordance with state guidelines.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.				
I develop a prescriptive individual education plan for each student detailing appropriate support services.				
I help students gain greater independence in an academic environment.				
I help students identify priorities and meet their goals.				
I communicate ideas clearly, concisely, and effectively.				
I conduct myself in such a way as to establish a rapport with students.				
I am attentive to student questions and concerns.				
I work effectively with professionals in state and local agencies.				
I adhere to a weekly schedule that meets contractual requirements.				
I use my time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X5.1.15.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. LDS Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) LDS Procedures and Methodology

- What new effective practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

X5.1.16

IMPROVEMENT PLAN

- X5.1.16.1 If the Evaluator or Evaluation Committee determines that the faculty performance “needs improvement,” and if the part-time faculty member is to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.
- X5.1.16.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. ‡ The improvement plan may identify available resources such as (but not limited to, staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member’s portfolio.
- X5.1.16.3 The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X5.1.16.4 The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X5.1.16.5 The Department shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)
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Signatures: Faculty member being evaluated: _____ Evaluation Committee Chair: _____ Dean: _____
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Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

Evaluation Guidebook
for
Probationary Learning Disabilities
Specialists

Table of Contents

- X5.2.1 Introduction and Contract Language regarding Implementation of Guidelines
- X5.2.2 More Introductory Contract Language including Purpose of Evaluations
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- X5.2.4 Workplace Observation Procedures for Learning Disabilities Specialists
- X5.2.5 Student Evaluation Procedures for Learning Disabilities Specialists
- X5.2.6 Rights and Responsibilities of Evaluatees
- X5.2.7 Guidelines for Evaluators
- X5.2.8 Summary Report
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- X5.2.10 Improvement Plan and Sample Improvement Plan Form
- X5.2.11 Institutional Support
- X5.2.12 Orientation to Evaluation
- X5.2.13 Progress Reports
- X5.2.14 Due Process Procedure for Probationary and Regular Faculty
- X5.2.15 Performance Criteria for the Evaluation of Probationary LDS
- X5.2.16 Workplace Observation Form for LDS (sample)
- X5.2.17 Student Evaluation Form for LDS (sample)
- X5.2.18 Summary Report From (sample)
- X5.2.19 Self-Evaluation Worksheet for LDS and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Probationary (Tenure Track) Learning Disabilities Specialists. Probationary classroom faculty, librarians, counselors, faculty who teach on-line, part-time and tenured faculty should consult different guidebooks (available on-line, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available on the United Faculty website. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X5.2.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X5.2.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X5.2.3 **COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE TENURE REVIEW COMMITTEE**

X5.2.3.1 The Tenure Review process shall be conducted in adherence to the applicable Education Code (87663d).

X5.2.3.2 The Tenure Review Committee (TRC) is charged with the responsibility of conducting the evaluation and shall be composed of three members: one regular faculty member chosen by the probationary faculty member; one regular faculty member chosen by the department/sub-area of which the probationary faculty member is a part (in the case of a one person department/subarea, this faculty member shall be chosen by the division/area of which the probationary faculty member is a part.); and one manager who is the immediate supervisor of the probationary faculty member or the dean of instruction/dean of student services/area dean. This manager shall be appointed by the president.

X5.2.3.3 An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three years.

X5.2.3.4 Responsibilities of Members of the TRC:

X5.2.3.4.1 The TRC shall select a chair by majority vote whose responsibilities include the following:

- A) convening the TRC conferences at least two times each semester at mutually agreeable times: (1) a pre-evaluation conference; (2) if necessary, a progress evaluation conference after TRC members have completed classroom observation; (3) a post evaluation conference after all evaluations have been completed;
- B) ensuring that committee members and the evaluatee have appropriate forms;
- C) coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;
- D) adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;
- E) communicating evaluation results to the probationary faculty member;
- F) ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and
- G) ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.

X5.2.4 **WORKPLACE OBSERVATION PROCEDURES FOR LEARNING DISABILITIES SPECIALISTS**

X5.2.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.

X5.2.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.

X5.2.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.

X5.2.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour. The observations of the learning disabilities specialist shall take place when the specialist conducts the individual education plan conference and the exit interview.

X5.2.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form for LDS).

X5.2.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

X5.2.5 **STUDENT EVALUATION PROCEDURE FOR LEARNING DISABILITIES SPECIALISTS**

- X5.2.5.1 Student evaluation forms shall be administered by a tenured learning disabilities specialist. Students who have completed the intake process or developed/renewed an individualized educational plan (IEP) with the faculty member by the eighth week of school will complete a student evaluation form. The student shall submit the form in a sealed envelope for collection by the chair of the evaluation committee. The chair will deliver the forms to the appropriate manager or designee.
- X5.2.5.2 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- X5.2.5.3 The original student evaluation forms shall be confidentially maintained. If the probationary faculty member is awarded tenure, original student evaluations will be destroyed. If the probationary faculty member is denied tenure, student evaluations will be stored for at least five years after notification of tenure denial.
- X5.2.5.4 The form used for student evaluations shall be the Student Evaluation Form for LDS.

X5.2.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X5.2.6.1 Rights

- X5.2.6.1.1 A probationary faculty member being considered for tenure is entitled to be informed of the procedures of the Tenure Review process, including all appeal processes and the basis upon which tenure decisions are made. The probationary faculty member must be informed of criteria-related expectations.
- X5.2.6.1.2 The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.
- X5.2.6.1.3 The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.
- X5.2.6.1.4 The probationary faculty member has the right to expect members of the TRC to adhere to the guidelines stipulated in this article and to expect that they will strive to maintain objectivity, and ensure that any decisions regarding tenure are in agreement with the principles of academic freedom.
- X5.2.6.1.5 The probationary faculty member has the right to a confidential process.

- X5.2.6.1.6 The probationary faculty member may wish to select a peer advisor who shall serve as an independent advisor (or mentor) during the Peer Review process. A peer advisor is a faculty member who volunteers to work with and advise the probationary faculty member.
- X5.2.6.1.7 The probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.
- X5.2.6.1.8 The peer advisor (mentor) could provide assistance to the candidate in areas such as the following:
 - A) teaching styles and strategies;
 - B) theories and styles of student learning;
 - C) cultural diversity issues related to student learning and teaching strategies;
 - D) district and college policies and procedures;
 - E) workshops, conferences, courses and classes;
 - F) introducing the candidate to colleagues; and
 - G) helping with student problems.
- X5.2.6.1.9 The peer advisor (or mentor) may not serve on the probationary faculty member's Tenure Review Committee during a semester in which he/she is functioning as the peer advisor or mentor.

X5.2.6.2 Responsibilities

- X5.2.6.2.1 The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.
- X5.2.6.2.2 The probationary faculty member is required to cooperate with the TRC in creating and implementing an improvement plan to address any identified weaknesses and to participate in the activities agreed upon in the plan.

X5.2.7 **GUIDELINES FOR EVALUATORS**

- X5.2.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X5.2.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X5.2.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X5.2.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions

based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.

- X5.2.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X5.2.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X5.2.7.7 Evaluators shall respect the confidentiality of the process.
- X5.2.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X5.2.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X5.2.7.10 Evaluators shall create a portfolio as follows:
 - X5.2.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X5.2.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X5.2.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).

X5.2.7.11 If an administrator chairs the TRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the TRC chair.

X5.2.7.12 If a member of the TRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X5.2.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X5.2.8 **SUMMARY REPORT**

X5.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.12.2.1.2

X5.2.8.2 The TRC must submit to the president one of the recommendations listed below on each probationary faculty member at the end of each evaluation cycle. While each TRC member signs the summary report, the signature might not mean concurrence with the final recommendation of the TRC. (The signature section of the summary report for TRC members should signify participation but not necessarily agreement.)

X5.2.8.2.1 Grant Tenure

A probationary faculty member with "Consistently High Ratings" may be recommended by the TRC for tenure at any time during the four-year probationary period (Ed. Code Sec. 87608); a probationary faculty member with "Satisfactory Ratings" shall be recommended by the TRC for tenure during the fourth year.

A probationary faculty member who receives "Needs Improvement" in the faculty member's seventh semester or fourth year may be recommended by the TRC for tenure.

X5.2.8.2.2 Continuation in Probationary Status

A probationary faculty member who meets standards of performance at the end of the first and second years shall be recommended by the TRC to continue in probationary status.

A probationary faculty member who receives "Needs Improvement" may be recommended by the TRC to continue in Probationary Status.

X5.2.8.2.4 Termination of Service

A probationary faculty member who receives "Needs Improvement" may be recommended by the TRC for termination.

A probationary faculty member who is given an "Unsatisfactory Performance" shall be recommended by the TRC for termination.

X5.2.9 **TIMETABLE AND ACTIVITIES**

X5.2.9.1 Probationary faculty members shall be evaluated during the first, second, third, fifth and seventh semesters. All full time faculty hired to begin service mid-year (that is, in a spring semester) shall be evaluated during the second, third, fourth, sixth, and eighth semesters of service. All other conditions of the faculty evaluation policy shall remain unchanged. All faculty hired mid-year may be evaluated during their first semester at the discretion of the department, using the part-time evaluation procedures.

X5.2.9.2 While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.12.2.1.2 if the timetable variation materially impacted the evaluation.

X5.2.9.3 The following schedule shall serve as a guide in completing the evaluation process:

X5.2.9.3.1 August-September/January-February
Evaluators are selected. Orientation to evaluation for the Tenure Review Committee TRC and probationary faculty members is conducted.

X5.2.9.3.2 September/February
Tenure Review Committee (TRC) will conduct a pre-evaluation conference to obtain materials and information from the probationary faculty member, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In the second and succeeding evaluations, the TRC will review the previous evaluation to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X5.2.9.3.3 September-November/February-April

X5.2.9.3.3.1 Classroom and/or workplace observations by TRC members occur. TRC members will complete the appropriate workplace observation forms and conduct follow-up conference(s) with probationary faculty members to review observations.

X5.2.9.3.3.2 Student evaluations are conducted.

X5.2.9.3.3.3 If necessary, a progress evaluation conference between the TRC and the probationary faculty to discuss evaluations and observations will occur. If any of the evaluators perceives a serious problem with the evaluatee's performance, the evaluator shall contact the chair of the TRC. If the TRC decides that a serious problem exists, it will meet with the probationary faculty member and develop specific recommendations to address the serious problem(s). If the TRC so determines, these recommendations may provide for additional observations by one or more members of the committee. These recommendations will be added to the portfolio.

X5.2.9.3.5 November/April

Probationary faculty member completes the Self Evaluation Report and submits it to the TRC chair. The manager on the TRC and the United Faculty vice-president may review the personnel file of the probationary faculty member and forward all criteria-related documents in the file to the TRC for review. The TRC may receive input that is relevant to the criteria from the Department Chair (if applicable).

X5.2.9.3.6 December/May

X5.2.9.3.6.1 Post-evaluation conferences: The TRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

The person writing the summary report in conjunction with the TRC members completes the summary report, and, if necessary, discusses the development of an improvement plan. The summary report represents and reflects the views of each and every team member.

X5.2.9.3.6.2 The TRC holds a post-evaluation conference with the probationary faculty member to discuss all aspects of the evaluation, including the summary report and the development of an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X5.2.9.6.3 The Evaluation Portfolio shall be forwarded to the college president.

X5.2.9.6.4 The President reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The President may disagree with the TRC's recommendation.

Once the President has made a tentative decision, s/he shall inform the TRC of her/his recommendation if it differs from the TRC's recommendation, prior to submitting the summary report to the chancellor. If the TRC wishes to discuss the President's recommendation, the committee and the president shall meet. After the meeting, if the TRC disagrees with the President's recommendation, the committee may attach a written statement of its recommendation to the summary report, which shall be forwarded to the chancellor.

X5.2.9.6.5 The President submits the summary report to the Chancellor.

In cases where the Chancellor receives conflicting recommendations from the president and the TRC, the chancellor shall request to review the evaluation portfolio and shall meet with the TRC and the college president to reconcile the differences. If a reconciliation cannot be reached, the summary report shall be forwarded to the governing board with the chancellor's recommendation for tenure, continuation in probationary status, or dismissal of the probationary faculty member.

X5.2.9.6.6 The Chancellor submits recommendations to the Governing Board.

The Governing Board shall make the final decision for the probationary faculty member to be granted tenure, to continue in probationary status, or to be dismissed.

X5.2.9.6.7 The Chancellor returns the summary report to the president who places the report into the evaluation portfolio and ensures that the portfolio is placed in the personnel file of the probationary faculty member.

X5.2.10 **IMPROVEMENT PLAN**

X5.2.10.1 If level of performance on the summary evaluation form is less than satisfactory, a specific plan for performance-improvement shall be developed by the TRC in consultation with the probationary faculty member. The division dean or designee, in consultation with the department chair, shall monitor activities listed on the improvement plan to ensure timely completion. UF shall be notified by the chair of the TRC of the intent to give an improvement plan. At the post-evaluation conference, the evaluatee shall be informed of his or her right to union representation, and the evaluatee shall have 10 faculty-service days to sign the improvement plan. Signature indicates receipt but not necessarily agreement.

X5.2.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. The improvement plan may identify available resources such as (but not limited to) staff development, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

Improvement Plan Progress Report Form	
Faculty Member (Evaluatee): _____	Date of Improvement Plan: _____
Date of Progress Report _____	
Manager (Vice President or Designee) Completing Progress Report _____	
Department Chair: _____	
Summary of Previous Evaluations	
Summary of Concerns Articulated in Improvement Plan	
Summary of Progress Made in Responding to Areas of Concern	
Summary of How the Evaluatee Has Met Professional Responsibilities	
Signatures:	
Manager (Vice President or Designee): _____	
Department Chair: _____	

The Progress Report should be sent to the College President no later than February 1 of the year in which it is written. A copy should also be sent to the evaluatee and the evaluatee's department chair. The Progress Report will be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.

X5.2.11 **INSTITUTIONAL SUPPORT**

The college, district or both shall provide support for the probationary faculty member during the Tenure Review process. Support shall include, but not be limited to, the following areas: (1) an orientation to the Tenure Review process at the beginning of the first contract; (2) a limit of four preparations per year during the first year; (3) orientation to department/subarea/division/area/college guidelines and procedures; (4) and appropriate and adequate professional development alternatives for probationary faculty if recommended by Tenure Review Committee. Support may also include a peer advisor.

Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X5.2.12 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

X5.2.12.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.

X5.2.12.2 The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.

X5.2.12.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.

X5.2.12.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.

X5.2.12.5 Every tenured faculty member must attend an orientation once every three years.

X5.2.13 **PROGRESS REPORTS**

X3.2.13.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.

X3.2.13.2 For tenured full-time faculty, this report should be completed at the conclusion

of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.

- X3.2.13.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.
- X3.2.13.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X3.2.13.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X3.2.13.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X3.2.13.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X3.2.13.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X3.2.13.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X3.2.13.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X5.2.14 **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X5.2.14.1 Available Procedures

X5.2.14.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X5.2.14.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X5.2.14.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X5.2.14.2 Specifics of Appeals Process

X5.2.14.2.1 Limitations of the Appeals Process

X5.2.14.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X5.2.14.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X5.2.14.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X5.2.14.2.2 Steps in the Appeals Process

X5.2.14.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X5.2.14.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X5.2.14.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

- X5.2.14.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X5.2.14.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X5.2.14.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X5.2.14.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X52.14.2.3 **Composition of the Due Process Panel**

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X5.2.14.2.4 **Effective Date of the Allegation**

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X5.2.15 **PERFORMANCE CRITERIA FOR THE EVALUATION OF PROBATIONARY LEARNING DISABILITIES SPECIALISTS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist is to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of probationary learning disabilities specialists:

- X5.2.15.1 Demonstrate competence in performing routine procedures and other primary responsibilities.
 - X5.2.15.1.1 Adhere to the weekly schedule that meets the requirements of this contract.
 - X5.2.15.1.2 Display expertise in techniques (including the use of technology, when appropriate) designed to enhance learning.
 - X5.2.15.1.3 Diagnose and provide verification of learning disabilities and determine eligibility for services in accordance with state guidelines.
 - X5.2.15.1.4 Meet individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.
 - X5.2.15.1.5 Develop a prescriptive individual education plan for each student detailing appropriate support services.
 - X5.2.15.1.6 Teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.
 - X5.2.15.1.7 Help students gain greater independence in an academic environment.
 - X5.2.15.1.8 Provide in-service training to faculty to equalize students' chances of academic success.
 - X5.2.15.1.9 Work effectively with professionals in state and local agencies.
- X5.2.15.2 Recognize the rights of students.
 - X5.2.15.2.1 Display skill in establishing rapport with diverse population of students.
 - X5.2.15.2.2 Be responsive to the needs and special circumstances of individual students.
 - X5.2.15.2.3 Recognize the right of students to have points of view different from the instructor's.
 - X5.2.15.2.4 Communicate diagnostic information to students in a manner which helps them maximize their strengths.
 - X5.2.15.2.5 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X5.2.15.2.6 Treat students fairly and politely.
 - X5.2.15.2.7 Be attentive to student questions and comments, and be clear and precise in response.
- X5.1.15.3 Participate in professional responsibilities.

- X5.2.15.3.1 Attend required management called meetings.
- X5.2.15.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third and fourth years only and permitted in the second year. (it is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
- X5.2.15.3.3 Participate in the evaluation process in a professional and timely manner.
- X5.2.15.4 Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - X5.2.15.4.1 participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;
 - X5.2.15.4.2 serving on college, district, and/or statewide committees; and
 - X5.2.15.4.3 participating in conferences and workshops, internships, classroom research, and community involvement related to professional area.

Workplace Observation Form for Learning Disabilities Specialists

Evaluatee _____ Time and Place of Observation _____ Date _____
 Evaluator _____ Number of Students Served _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 4 3 2 1 NA
 excellent above average average below average poor not applicable

	5	4	3	2	1	NA	Comments
1. Expertise: The specialist displayed expertise in techniques designed to enhance learning.							
2. Diagnostics: The specialist diagnosed and provided verification of learning disabilities and determined eligibility for services in accordance with state guidelines.							
3. Planning: The specialist developed a prescriptive individual education plan for each student detailing appropriate support services.							
4. Strategizing: The specialist taught students how to apply learning strategies particularly suited to their individual needs in order to determine goals.							
5. Rapport: The specialist displayed skill in establishing rapport with a diverse population of students.							
6. Communication: The specialist communicated diagnostic information in a manner that helped maximize student strengths.							
7. Attentiveness: The specialist was attentive to student questions and comments and was clear and precise in response.							
8. Respect: The specialist treated students respectfully and responded to their individual needs and special circumstances.							
9. Evaluation Process: The specialist participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR LEARNING DISABILITIES SPECIALISTS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

PART 1

Please mark the reason you came to see the learning disabilities specialist.

- Individual Education Plan (IEP) appointment (schedule planning)
- Problem with a class/instructor
- Problem with a support service
- Personal matter
- Other

How many times have you seen the specialist?

- One
- Two
- Three
- Four
- Five or more

Part 2

On a scale of 1 to 5, please evaluate the specialist:

5 4 3 2
 Always/Excellent Often/Above Average Sometimes/Average Rarely/Below Average

 1 NA
 Never/Poor “Not Applicable” (I can’t answer.)

The specialist	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. explained the results of my testing.							
3. understood my academic and personal needs.							
4. helped me develop an individual education plan and encouraged me to seek other sources of support on campus.							
5. suggested strategies I could use to improve my learning.							
6. encouraged me to be active in my classes and at the College.							
7. made me feel comfortable and was sensitive to my disability.							
8. showed an interest in me personally.							
9. helped me to understand my strengths.							
10. treated me with respect.							
11. encouraged me to ask questions.							
12. answered my questions clearly.							

Summary Evaluation Form for Faculty

Evaluatee: []	Date of hire: []	Evaluation Sem/Year: []
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Check Faculty Status: Tenured Full-time Faculty Probationary (Tenure Track) Faculty Part-time Faculty

Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation):

Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? Yes No

Summary of previous evaluation (available in Division Office), if applicable: []
Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): []
Summary of classroom/workplace observations—attach observation forms and comments: []

Summary Evaluation Form for Faculty

Summary of self-evaluation—attach self evaluation report:

[]

Criteria-related input from dept. chair and/or dean:

[]

Evaluatee comments—attach a separate sheet if necessary:

[]

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings**—Excellent overall performance.
- Satisfactory Performance**—Acceptable overall performance.
- Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- Unsatisfactory Performance**—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) **Date**

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

<input type="checkbox"/>	Chair/Evaluator	(print name)	_____	<input type="checkbox"/>	Date
<input type="checkbox"/>	Committee Member	(print name)	_____	<input type="checkbox"/>	Date
<input type="checkbox"/>	Committee Member	(print name)	_____	<input type="checkbox"/>	Date

This box only applies to probationary faculty.

- Recommendation (To be completed by Chair of Evaluation Committee)**
- Grant Tenure
 Continue in Probationary Status
 Termination of Service
- Resolution (To be completed by college president)**
- Grant Tenure
 Continue in Probationary Status
 Termination of Service

President: _____ **Date:** _____

Chancellor: _____ **Date:** _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant

Name: _____ College: _____

Department: _____ Semester and year of hire in department: _____

Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes ___ No ___

Disqualifying condition(s) for preferential staffing status: Yes ___ No ___

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes ___ No ___

___ Preferential staffing status granted or maintained Date: _____

___ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____

Signature

Division Dean: _____

Signature

Evaluator (if applicable): _____

Signature

Return completed original form to the college HR office. Copies to applicant and Division Office.

X5.2.19

SELF EVALUATION FOR LEARNING DISABILITIES SPECIALISTS

For your self-evaluation, you are asked to write a report discussing your LDS procedures and methodology, your handling of professional responsibilities, and your professional development.

X5.2.19.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

LDS Procedures and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I diagnose learning disabilities and determine eligibility for services in accordance with state guidelines.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.				
I develop a prescriptive individual education plan for each student detailing appropriate support services.				
I help students gain greater independence in an academic environment.				
I help students identify priorities and meet their goals.				
I communicate ideas clearly, concisely, and effectively.				
I conduct myself in such a way as to establish a rapport with students.				
I am attentive to student questions and concerns.				
I work effectively with professionals in state and local agencies.				
I adhere to a weekly schedule that meets contractual requirements.				
I use my time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X5.2.20.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. LDS Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) LDS Procedures and Methodology

- What new effective practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Evaluation Guidebook
for
Tenured Learning Disabilities
Specialists

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X5.3.18	Self-Evaluation Worksheet and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Tenured Learning Disabilities Specialists. Tenured classroom faculty, librarians, counselors, faculty who teach on-line, part-time and probationary (tenure track) faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X5.3.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X5.3.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X5.3.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE

X5.3.3.1 The peer review process shall be conducted in adherence to the applicable Education Code (87663d).

X5.3.3.2 The Peer Review Committee (PRC) is charged with the responsibility of conducting the evaluation and shall be composed of two members; one regular faculty member or educational manager chosen by the evaluatee; and one regular faculty member chosen by the department/sub-area or in the case of a one person department/subarea, one regular faculty member chosen by the division/area of which the evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.

X5.3.3.3 An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years.

X5.3.3.4 Responsibilities of Members of the PRC:

- X5.3.3.4.1 The PRC shall elect its own chair whose responsibilities include the following:
- A) convening the PRC conferences at least two times each semester at mutually agreeable times: a pre-evaluation conference a post-evaluation conference after all evaluations have been completed;
 - B) coordinating student evaluations, classroom observations, and observations of counselors, librarians, learning disabilities specialists, and physical disabilities specialists;
 - C) adhering to the specified timetable for the evaluation process;
 - D) communicating evaluation results to the evaluatee;
 - E) completing the summary checklist and summary report;
 - F) ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
 - G) ensuring that the committee determines whether other duties related to the evaluatee's teaching load ought to be addressed/evaluated.
- X5.3.3.4.2 If a member of the PRC must resign from the committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X5.3.3.2. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

X5.3.4 **WORKPLACE OBSERVATION PROCEDURES FOR LEARNING DISABILITIES SPECIALISTS**

- X5.3.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X5.3.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X5.3.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- X5.3.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour. The observations of the learning disabilities specialist shall take place when the specialist conducts the individual education plan conference and the exit interview.
- X5.3.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form for LDS).

- X5.3.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

X5.3.5 **STUDENT EVALUATION PROCEDURE FOR LEARNING DISABILITIES SPECIALISTS**

- X5.3.5.1 Student evaluation forms shall be administered by a tenured learning disabilities specialist. Students who have completed the intake process or developed/renewed an individualized educational plan (IEP) with the faculty member by the eighth week of school will complete a student evaluation form. The student shall submit the form in a sealed envelope for collection by the chair of the evaluation committee. The chair will deliver the forms to the appropriate manager or designee.
- X5.3.5.2 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- X5.3.5.3 The original student evaluation forms shall be confidentially maintained. In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
- X5.3.5.4 The form used for student evaluations shall be the Student Evaluation Form for LDS.

X5.3.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X5.3.6.1 Rights

- X5.3.6.1.1 The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.
- X5.3.6.1.2 The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee's job.
- X5.3.6.1.3 The evaluatee shall have the right to have any job performance deemed to "needs improvement" specifically communicated to her/him in writing and based on the job-related criteria.
- X5.3.6.1.4 The evaluatee has the right to expect members of the PRC to adhere to guidelines stipulated in this article and to expect that they will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X5.3.6.1.5 the evaluatee has the right to a confidential process.

X5.3.6.2 Responsibilities

- X5.3.6.2.1 The evaluatee is required to attend scheduled meetings with the PRC.
- X5.3.6.2.2 The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed “needs improvement.”
- X5.3.6.2.3 The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.

X5.3.7 **GUIDELINES FOR EVALUATORS**

- X5.3.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X5.3.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X5.3.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X5.3.7.4 Evaluators shall evaluate the faculty member’s professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X5.3.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X5.3.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X5.3.7.7 Evaluators shall respect the confidentiality of the process.
- X5.3.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X5.3.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X5.3.7.10 Evaluators shall create a portfolio as follows:
 - X5.3.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X5.3.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the

appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

- X5.3.7.10.3 The portfolio will contain, at the minimum:
- a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed classroom observation forms (including the classroom observation plan form);
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).

X5.3.7.11 If an administrator chairs the PRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the PRC chair.

X5.3.7.12 If a member of the PRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X5.3.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X5.3.8 **PROGRESS REPORT**

X5.3.8.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.

X5.3.8.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.

X5.3.8.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third

semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.

- X5.3.8.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X5.3.8.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X5.3.8.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X5.3.8.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X5.3.8.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X5.3.8.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X5.3.8.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X5.3.8.2 Summary Report

The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X4.3.13.2.1.2

X5.3.9 **TIMETABLE AND ACTIVITIES**

- X5.3.9.1 Each regular faculty member shall be evaluated every sixth semester. In the event that a faculty member is on leave or serving full-time in an administrative capacity during his/her regularly scheduled evaluation semester, the evaluatee shall be evaluated during the first year that the evaluatee returns to duties as an instructor, counselor, librarian, or learning disabilities specialist
- X5.3.9.2 A probationary faculty member who achieves tenure shall be evaluated as a regular faculty member in the third year after being granted tenure. While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X5.3.13.2.1.2 if the timetable variation materially impacted the evaluation.
- X5.3.9.3 For a faculty member teaching in an “AC” contract assignment outside her/his “A” contract discipline(s), the “AC” department/subarea shall have the option to evaluate that faculty member independent of the faculty member’s regular evaluation and not more often than specified in the part-time evaluation policy.
- X5.3.9.4 The following schedule shall serve as a guide in completing the evaluation process:
 - X5.3.9.4.1 August-September/January-February

Peer Evaluators are Selected. Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted.
 - X5.3.9.4.2 September/February

Peer Review Committee (PRC) will conduct a pre-evaluation conference to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for workplace observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In evaluations thereafter, the PRC may review the previous evaluation to ensure continuity of the process.
 - X5.3.9.4.3 September-November/February-April
 - X5.3.9.4.3.1 Classroom observations for teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialists by PRC members occur.
 - X5.3.9.4.3.2 Within two weeks after the observations, PRC members will complete the observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s).

X5.3.9.4.3.3 Student evaluations are conducted.

X5.3.9.4.3.4 If requested by the evaluatee, the evaluator shall make a second workplace observation and complete an observation form on that second observation before the end of the ninth week. If the evaluatee desires, a third peer may be chosen by the Committee to enter the process at this point. The third peer's observation and observation form must be completed before the end of the eleventh week of the semester. Information from all observations shall be included in the summary report.

X5.3.9.4.4 November/April

X5.3.9.4.4.1 Evaluatee completes self evaluation and submits to PRC chair.

X5.3.9.4.4.2 Post-evaluation conferences

The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

X3.9.4.4.3 The PRC chair in conjunction with the PRC members completes the summary report, and, if necessary, discusses the development of an improvement plan.

X5.3.9.4.4.4 The PRC holds a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation, including the summary report and the development an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X5.3.9.4.4.5 The evaluation portfolio shall be forwarded to the appropriate dean of instruction/dean of student services/area dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X5.3.10 **IMPROVEMENT PLAN**

X5.3.10.1 If the PRC determines that the faculty performance "needs improvement," a specific plan for performance improvement shall be developed by the PRC in consultation with the evaluatee using the Improvement Plan Form.

X5.3.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. ‡ The improvement plan may identify available resources such as (but not limited to staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

- X5.3.10.3 The committee and the evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X5.3.10.4 The committee shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X5.3.10.5 The committee shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)
------------------------------	--

Signatures: Faculty member being evaluated: _____ Evaluation Committee Chair: _____ Dean: _____
--

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X5.3.11 **MANAGEMENT PARTICIPATION IN THE EVALUATION OF TENURED FACULTY**

If management believes substantial evidence exists that a faculty member is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty member. Before a management evaluation is initiated, management must notify the faculty member to be evaluated and United Faculty in writing that an evaluation is to occur. Once the notification has been given, management must give the faculty member twenty-four hour notice of any classroom observation that is to occur.

X5.3.12 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X5.3.12.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X5.3.12.2 The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.
- X5.3.12.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X5.3.12.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X5.3.12.5 Every tenured faculty member must attend an orientation once every three years.

X5.3.13 **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X5.3.13.1 Available Procedures

X5.3.13.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X5.3.13.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X5.3.13.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X5.3.13.2 Specifics of Appeals Process

X5.3.13.2.1 Limitations of the Appeals Process

X5.3.13.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X5.3.13.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X5.3.13.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X5.3.13.2.2 Steps in the Appeals Process

X5.3.13.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X5.3.13.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X5.3.13.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

- X5.3.13.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X5.3.13.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X5.3.13.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X5.3.13.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X5.3.13.2.3 **Composition of the Due Process Panel**

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X5.3.13.2.4 **Effective Date of the Allegation**

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X5.3.14 **PERFORMANCE CRITERIA FOR THE EVALUATION OF TENURED LEARNING DISABILITIES SPECIALISTS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist is to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of tenured learning disabilities specialists:

- X5.3.14.1 Demonstrate competence in performing routine procedures and other primary responsibilities.
 - X5.3.14.1.1 Adhere to the weekly schedule that meets the requirements of this contract.
 - X5.3.14.1.2 Display expertise in techniques (including the use of technology, where appropriate) designed to enhance learning.
 - X5.3.14.1.3 Diagnose and provide verification of learning disabilities and determine eligibility for services in accordance with state guidelines.
 - X5.3.14.1.4 Meet individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.
 - X5.3.14.1.5 Develop a prescriptive individual education plan for each student detailing appropriate support services.
 - X5.3.14.1.6 Teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.
 - X5.3.14.1.7 Help students gain greater independence in an academic environment.
 - X5.3.14.1.8 Provide in-service training to faculty to equalize students' chances of academic success.
 - X5.3.14.1.9 Work effectively with professionals in state and local agencies.
- X5.3.14.2 Recognize the rights of students.
 - X5.3.14.2.1 Display skill in establishing rapport with diverse population of students.
 - X5.3.14.2.2 Be responsive to the needs and special circumstances of individual students.
 - X5.3.14.2.3 Recognize the right of students to have points of view different from the instructor's.
 - X5.3.14.2.4 Communicate diagnostic information to students in a manner which helps them maximize their strengths.
 - X5.3.14.2.5 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X5.3.14.2.6 Treat students fairly and politely.
 - X5.3.14.2.7 Be attentive to student questions and comments, and be clear and precise in response.
- X5.1.14.3 Participate in professional responsibilities.
 - X5.3.14.3.1 Attend required management called meetings.
 - X5.3.14.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). (It is understood, however, that such obligations

are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)

X5.3.14.3.3 Participate in the evaluation process in a professional and timely manner.

X5.3.14.4 Participate in professional growth activities beginning the second year and thereafter. These may include the following:

X5.3.14.4.1 participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;

X5.3.14.4.2 serving on college, district, and/or statewide committees; and

X5.3.14.4.3 participating in conferences and workshops, internships, classroom research, and community involvement related to professional area.

X5.3.14.4.4 participating in matriculation advising, peer or student mentoring, or peer evaluation.

Workplace Observation Form for Learning Disabilities Specialists

Evaluatee _____ Time and Place of Observation _____ Date _____

Evaluator _____ Number of Students Served _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 4 3 2 1 NA
 excellent above average average below average poor not applicable

	5	4	3	2	1	NA	Comments
1. Expertise: The specialist displayed expertise in techniques designed to enhance learning.							
2. Diagnostics: The specialist diagnosed and provided verification of learning disabilities and determined eligibility for services in accordance with state guidelines.							
3. Planning: The specialist developed a prescriptive individual education plan for each student detailing appropriate support services.							
4. Strategizing: The specialist taught students how to apply learning strategies particularly suited to their individual needs in order to determine goals.							
5. Rapport: The specialist displayed skill in establishing rapport with a diverse population of students.							
6. Communication: The specialist communicated diagnostic information in a manner that helped maximize student strengths.							
7. Attentiveness: The specialist was attentive to student questions and comments and was clear and precise in response.							
8. Respect: The specialist treated students respectfully and responded to their individual needs and special circumstances.							
9. Evaluation Process: The specialist participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR LEARNING DISABILITES SPECIALISTS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

PART 1

Please mark the reason you came to see the learning disabilities specialist.

- Individual Education Plan (IEP) appointment (schedule planning)
- Problem with a class/instructor
- Problem with a support service
- Personal matter
- Other

How many times have you seen the specialist?

- One
- Two
- Three
- Four
- Five or more

STUDENT EVALUATION FORM FOR LEARNING DISABILITES SPECIALISTS

Part 2

On a scale of 1 to 5, please evaluate the specialist:

- 5
Always/Excellent
4
Often/Above Average
3
Sometimes/Average
2
Rarely/Below Average
- 1
Never/Poor
NA
"Not Applicable" (I can't answer.)

The specialist	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. explained the results of my testing.							
3. understood my academic and personal needs.							
4. helped me develop an individual education plan and encouraged me to seek other sources of support on campus.							
5. suggested strategies I could use to improve my learning.							
6. encouraged me to be active in my classes and at the College.							
7. made me feel comfortable and was sensitive to my disability.							
8. showed an interest in me personally.							
9. helped me to understand my strengths.							
10. treated me with respect.							
11. encouraged me to ask questions.							
12. answered my questions clearly.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p> Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p> Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p> Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p> Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report:</p> <p> </p>	<p>Criteria-related input from dept. chair and/or dean:</p> <p> </p>	<p>Evaluatee comments—attach a separate sheet if necessary:</p> <p> </p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings**—Excellent overall performance.
- Satisfactory Performance**—Acceptable overall performance.
- Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCCD).
- Unsatisfactory Performance**—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

	Chair/Evaluator	(print name)	_____	(signature)	_____	Date
	Committee Member	(print name)	_____	(signature)	_____	Date
	Committee Member	(print name)	_____	(signature)	_____	Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

- Grant Tenure** Continue in Probationary Status Termination of Service
- Resolution (To be completed by college president)**
- Grant Tenure** Continue in Probationary Status Termination of Service

President: _____ **Date:** _____

Chancellor: _____ **Date:** _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) for preferential staffing status: Yes _____ No _____

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____

____ Preferential staffing status granted or maintained Date: _____

____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

X5.3.18 **SELF EVALUATION FOR LEARNING DISABILITIES SPECIALISTS**

For your self-evaluation, you are asked to write a report discussing your LDS procedures and methodology, your handling of professional responsibilities, and your professional development.

X5.3.18.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

LDS Procedures and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I diagnose learning disabilities and determine eligibility for services in accordance with state guidelines.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.				
I develop a prescriptive individual education plan for each student detailing appropriate support services.				
I help students gain greater independence in an academic environment.				
I help students identify priorities and meet their goals.				
I communicate ideas clearly, concisely, and effectively.				
I conduct myself in such a way as to establish a rapport with students.				
I am attentive to student questions and concerns.				
I work effectively with professionals in state and local agencies.				
I adhere to a weekly schedule that meets contractual requirements.				
I use my time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X5.3.18.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. LDS Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) LDS Procedures and Methodology

- What new effective practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?