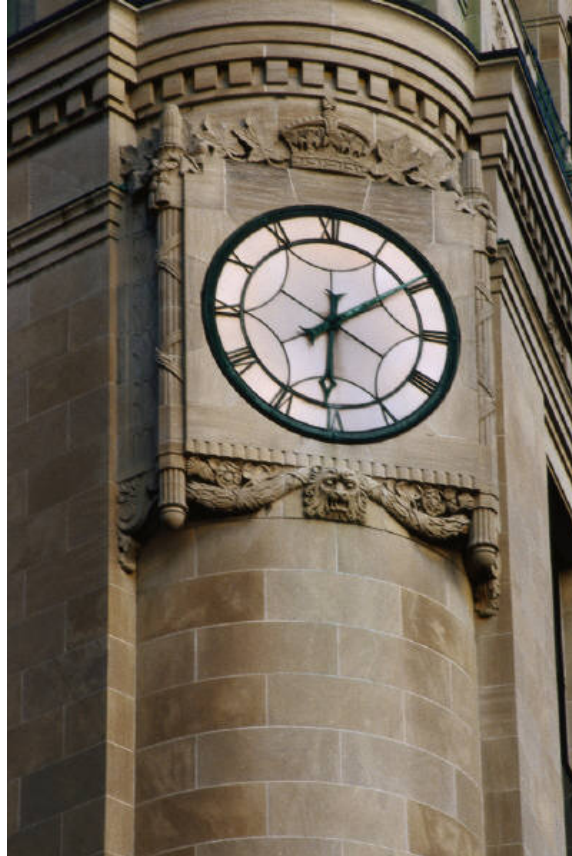


Faculty Evaluation and Tenure Procedures

Yuba Community College District



***This manual is sponsored by the
Yuba College Faculty Association and the
Yuba College Academic Senate***

(Approved by Academic Senate Spring 2006)

Evaluation and Tenure Procedures

Table of Contents	Page
Introduction.....	3
General Evaluation Processes	
Tenure Hearings	
Evaluation Process for Full-time Faculty.....	4
Frequency	
Membership	
Responsibilities	
Evaluation Process for Full-time Non-tenured Faculty.....	6
Frequency	
Membership	
Responsibilities	
Evaluation Process for Part-time Faculty.....	10
Frequency	
Membership	
Responsibilities	
Miscellaneous Information	
Evaluation Process for Categorical Temporary Faculty.....	12
Evaluation Documents.....	13
Cautions	16
Rights of Evaluatee.....	16
Appendix.....	17
Sample Evaluations	
Full-time Faculty Contract	
Article 6.0	
Part-time Faculty Contract	
Article 11.0	

INTRODUCTION

General Evaluation Processes

Evaluation of faculty is both an honor and a professional duty. This handbook is designed to give directions to the various faculty evaluation processes: progression to tenure, evaluation for tenured faculty, and function of full-time faculty in adjunct faculty evaluations.

Regardless of the category of evaluation, the process begins with the Human Resources Department. An official list of Unit Members to be evaluated and a schedule of due dates is published annually by August 1 by the Director of Personnel Services. Distribution includes the appropriate campus administrator. The list includes non-tenured faculty with the year of the process this evaluation addresses, tenured faculty and adjunct faculty to be evaluated.

The second step falls to the supervising administrator who will request a peer evaluator for tenured faculty; a peer, a departmental representative, and a Senate representative for non-tenured faculty; and volunteer tenured faculty to evaluate adjunct faculty. Once the supervising administrator has the names of the evaluators, he or she will schedule an initial committee-planning meeting for the non-tenured and tenured faculty. The supervisor will chair the meeting and provide information on timelines, responsibilities, forms to be used, and a list of professional activities the evaluatee has participated in. The same will occur for non-tenured faculty, with the additional step that the committee will decide which evaluator(s) will distribute and tally student evaluation forms. Within one week, the supervisor will circulate a summary follow-up memo to all evaluation participants so that everyone understands the responsibilities and timelines. The process for adjunct is explained in the section on adjunct evaluation.

The third step is the evaluation process, and the final step is the summary evaluation meeting.

Tenure Hearings

By no later than February 15 of the fourth year of the evaluation cycle for a non-tenured Unit member, the Evaluation Committee shall review its findings for that year and the previous years, and the Committee shall submit to the Director of Personnel Services and to Academic Senate President a report as to the satisfactory or unsatisfactory performance of that non-tenured Unit member. Furthermore, by the same February 15, the Evaluation Committee shall make a recommendation—through a comprehensive written summary of the yearly evaluations with enough copies for all Senators—to the Academic Senate whether or not to grant tenure. The summary should be thorough enough to fully present the non-tenured Unit Member in relation to the six items of evaluation listed on Form IE 2.

The Academic Senate, in a closed session, shall review the Evaluation Committee's recommendation. During the closed session, the Evaluation Committee Chair should speak to the comprehensive written summary previously submitted. The Evaluation Committee shall be present and have the opportunity to offer testimony and, through discussion, to introduce a non-tenured Unit member to colleagues.

No later than February 20, the Academic Senate shall determine whether or not to recommend tenure for that non-tenured Unit member and shall forward its recommendation, in writing, to the Chancellor. If the Academic Senate and the Chancellor agree, the recommendation shall go as a joint position to the Board of Trustees. If the recommendations are different, the Board will be advised of the Academic Senate's position.

If the recommendation to the Board is against tenure, the evaluatee shall have the right to appeal to the Board of Trustees at the next, immediate meeting of the Board.

Evaluation Process for Full-Time Tenured Faculty

- I. Frequency
 - A. Each tenured Unit Member shall be evaluated every three years in either the fall or spring semester. This will be decided at the initial meeting.
 - B. In the event the evaluation renders a “needs improvement” decision, the evaluation may be conducted annually until a satisfactory evaluation is achieved.

- II. Evaluation Committee Membership
 - A. Supervising Administrator (Committee Chair)
 - B. Evaluatee (Regular Unit Member)
 - C. Evaluator (Mutually Agreed-Upon Regular Unit Member)

- III. Evaluation Procedure Responsibilities
 - A. Supervising Administrator (Committee Chair)
 1. Serve as the chair of the committee.
 2. Coordinate committee efforts to complete required aspects of the process in compliance with the approved evaluation process and provide for the collection and keeping of the temporary evaluation file.
 3. Call all necessary meetings and record and distribute the proceedings to the members.
 4. Request a list of all professional activities from the evaluatee, provide that list to the Unit Member Evaluator, and place a copy in the temporary file.
 5. Provide course outlines, syllabi, and other classroom materials to the Unit Member Evaluator and place copies in the temporary file.
 6. Call and conduct the initial meeting by October 7 and summary meeting by December 15 for a fall evaluation. The decision to conduct a tenured member’s evaluation in the spring shall be made by the Evaluation Committee at its initial meeting no later than October 7. The evaluatee shall be present during this meeting.
 7. Distribute the evaluation package that includes the Instructor Rating Sheets (Form IE 2), Talley Form, and Observation forms (IE 1). Approved alternate forms may be used if agreed upon by the tenured faculty member.
 8. Within one week, the supervisor will distribute a summary follow-up memo to all evaluation participants so that everyone understands their responsibilities and timelines
 9. Make at least one, scheduled or unscheduled, classroom observation by November 15 for a fall evaluation.
 10. Write the observations of the classroom visit on the IE 1 form, share the information with the evaluatee, and place the signed form in the temporary file.
 11. Conduct a summary meeting and prepare the IE 3b form by December 15 for a fall evaluation and within two weeks following completion of peer review, which may be as late as April 20, for a spring evaluation. Have the form signed and place it in the temporary file.
 12. Give copies of all forms to the evaluatee and originals to Human Resources upon completion of the process.

B. Evaluatee (Regular Unit Member)

1. Submit name of peer evaluator to the supervising administrator by September 15.
2. Attend all meetings and keep all outcomes and proceedings of the committee confidential.
3. Coordinate schedule with supervising administrator and peer evaluator.
4. Provide all course outlines, syllabi, and other classroom materials to the supervising administrator at least one week prior to the initial meeting.
5. Provide a list of all professional activities to the supervising administrator at least one week prior to the initial meeting.
6. Meet with each evaluator after the classroom visit. After the evaluator and evaluatee conclude their discussion, both sign the IE 1 form and forward it to the evaluation Committee chair for placement in the temporary file.
7. Participate in the final summary meeting and sign the IE 3b form to certify that the evaluation was conducted in accordance with adopted procedures.
8. If the evaluatee disagrees with the recommendation of the committee, she/he may request the continuation of the process and may request an Academic Senate mutually agreed to by the Evaluatee to be added to the team. (Check YCFA Contract 6.9)

C. Evaluator (Mutually Agreed-Upon Regular Unit Member)

1. Attend all meetings and keep all outcomes and proceedings of the committee confidential.
2. Attend at least one 50-minute classroom observation of the evaluatee or other non-teaching assignment by November 1 for a fall evaluation and April 20 for a spring evaluation.
3. Distribute the Instructor Rating Forms (IE 2) to students in two or more of the evaluatee's classes. After reading the **generic** statement of directions for the completion of the Instructor Rating Form (IE 2 Form) to the students, the evaluator shall hand out and collect the forms. The evaluatee should not be present during this process.
4. Tally the forms by each class and record on a single blank IE 2 Form.
5. Type verbatim all comments that have been written by students.
6. Meet with the evaluatee and share the observations resulting from the classroom visit.
7. After the evaluator and evaluatee conclude their discussion, both sign the IE-1 Form and the evaluator forwards it to the Evaluation Committee chair for placement in the temporary evaluation file.
8. Ensure that student evaluations are from at least 80% of the evaluatee's classes or a minimum of 100 students.
9. Participate in the final summary meeting and sign the IE 3b form to certify that the evaluation was conducted in accordance with adopted procedures.

Evaluation Process for Full-time Non-tenured Faculty

- I. Frequency
 - A. Each non-tenured Unit Member shall be evaluated each fall semester until tenure is granted (usually four years).
 - B. A non-tenured Unit Member who begins employment with the District effective for the spring semester will undergo the same evaluation process that is conducted during the fall semester, but beginning with the peer selection and appointment by February 1, initial Evaluation Committee meeting by February 10, completion of peer observations by April 7, and completion of the Summary meeting by May 12. The non-tenured Unit Member will be evaluated again with the full evaluation process in the following fall semester.
 - C. In the event the evaluation renders a “needs improvement” decision, the process may be continued in the spring semester.
- II. Evaluation Committee Membership
 - A. Supervising Administrator (Committee Chair)
 - B. Evaluatee (Contract Unit Member)
 - C. Evaluator (Mutually Agreed-Upon Regular Unit Member)
 - D. Evaluator (Departmental Regular Unit Member)
 - E. Evaluator (Senate Regular Unit Member Representative)

At the initial meeting of the Evaluation Committee, the committee members will decide which evaluator(s) will be responsible for distributing and tallying student evaluation forms to complete the peer evaluations. The responsible person(s) will:

1. Distribute the Instructor Rating Forms (IE 2) to students in all the evaluatee’s classes. After reading the **generic** statement of directions for the completion of the Instructor Rating Form (IE 2 Form) to the students, the evaluator shall hand out and collect the forms. The evaluatee should not be present during this process.
2. Administer any Alternative Forms that are substituted for the IE 2 Form in accordance with the agreed upon procedures of the Evaluation Committee.
3. Tally the forms by each class and record on a single blank IE 2 Form.
4. Type verbatim all comments that have been written by students.

- III. Evaluation Procedure Responsibilities
 - A. Supervising Administrator (Committee Chair)
 1. Serve as the chair of the committee.
 2. Coordinate committee efforts to complete required aspects of the process in compliance with the approved evaluation process and provide for the collection and keeping of the temporary evaluation file.
 3. Call all necessary meetings and record and distribute the proceedings to the members.
 4. Request a list of all professional activities from the evaluatee, provide that list to the evaluators, and place a copy in the temporary file.
 5. Provide course outlines, syllabi, and other classroom materials to the evaluator and place copies in the temporary file.
 6. Call and conduct the initial meeting by October 7 of the Evaluation Committee. The committee members will decide which evaluator(s) will

distribute and tally student evaluation forms to complete the peer evaluations by November 1. The evaluatee shall be present during this meeting.

7. Distribute the evaluation package that includes the Instructor Rating Sheets (Form IE 2), Talley Form, and Observation forms (IE 1).
8. Within one week, the supervisor will distribute a summary follow-up memo to all evaluation participants so that everyone understands their responsibilities and timelines.
9. Make at least one, scheduled or unscheduled, classroom observation by November 15 for a fall evaluation or April 7 for a spring evaluation.
10. Write the observations of the classroom visit on the IE 1 form, share the information with the evaluatee, and place the signed form in the temporary file.
11. Conduct a summary meeting and prepare the IE 3b form by December 15 at which the recommendation to re-employ should be made if the recommendation is positive. Have the form signed and place it in the temporary file. If there is concern about the contract Unit Member's need to improve and the necessity of continuing the evaluation process in spring semester, the committee should delay its recommendation to re-employ until February 15 to give the committee more time to gather additional information about the performance of the contract Unit Member.
12. Give copies of all forms to the evaluatee and originals to Human Resources upon completion of the process.
13. By no later than February 15, prepare and forward any recommendation for tenure arising from the process to the Academic Senate President.
14. No later than February 20, the Academic Senate will determine whether or not to recommend tenure for non-tenured full-time faculty and forward its recommendation to the Chancellor in writing.

B. Evaluatee (Contract Unit Member)

1. Submit name of peer evaluator to the supervising administrator by September 15 for a fall evaluation or by February 1 for a spring evaluation.
2. Attend all meetings and keep all outcomes and proceedings of the committee confidential.
3. Coordinate schedule with supervising administrator and peer evaluators.
4. Provide all course outlines, syllabi, and other classroom materials to the supervising administrator at least one week prior to the initial meeting.
5. Provide a list of all professional activities to the supervising administrator at least one week prior to the initial meeting.
6. Meet with each evaluator after the classroom visit. After the evaluator and evaluatee conclude their discussion, both sign the IE 1 Form.
7. Participate in the Final Summary Meeting to review all impressions and written materials that have been used in the evaluation process and to sign the IE 3 Form to certify the evaluation was conducted in accordance with adopted procedures.
8. If the evaluatee disagrees with the recommendation of the committee, she/he may request the continuation of the process.
9. If a committee member disagrees with the recommendation, he/she may file a separate IE 3 Summary Evaluation form by the end of the fall semester. All

such evaluations may be commented upon by the evaluatee, in writing, on the reverse side of the form.

C. Evaluator (Mutually Agreed-Upon Regular Unit Member)

1. Attend all meetings and keep all outcomes and proceedings of the committee confidential.
2. Attend at least one 50-minute classroom observation of the evaluatee or other non-teaching assignment by November 1 for a fall evaluation and April 20 for a spring evaluation.
3. Complete the IE 1 Form.
4. Meet with the evaluatee and share the observations resulting from the classroom visit.
5. After the evaluator and evaluatee conclude their discussion, both sign the IE-1 Form and the evaluator forwards it to the Evaluation Committee chair for placement in the temporary evaluation file.
6. Ensure that student evaluation response is from at least eighty percent (80%) of the students enrolled in the evaluatee's classes or one hundred or more students. All of the evaluatee's contract load classes shall be surveyed.
7. Participate in the Final Summary Meeting to review all impressions and written materials that have been used in the evaluation process and to sign the IE 3 Form to certify the evaluation was conducted in accordance with adopted procedures.
8. Attend Academic Senate meetings for the evaluatee's tenure hearing. The intent of this article is that all peers still employed by the District who served on any of the four committees are expected to attend this final meeting to determine tenure.

D. Evaluator (Departmental Regular Unit Member)

1. Attend all meetings and keep all outcomes and proceedings of the committee confidential.
2. Attend at least one 50-minute classroom observation of the evaluatee or other non-teaching assignment by November 1 for a fall evaluation and April 20 for a spring evaluation.
3. Complete the IE 1 Form.
4. Meet with the evaluatee and share his or her impressions resulting from the classroom visit. After the peer and evaluatee conclude their discussion, both sign the IE 1 Form and the evaluator forwards it to the Evaluation Committee chair for placement in the temporary evaluation file.
5. Participate in the Final Summary Meeting to review all impressions and written materials that have been used in the evaluation process and to sign the IE 3 Form to certify the evaluation was conducted in accordance with adopted procedures.
6. Attend Academic Senate meetings for the evaluatee's tenure hearing. The intent of this article is that all peers still employed by the District who served on any of the four committees are expected to attend this final meeting to determine tenure.

- E. Evaluator (Senate Regular Unit Member Representative)
1. Commit to the full four-year period of the evaluation process.
 2. Attend all meetings and keep all outcomes and proceedings of the committee confidential.
 3. Attend at least one 50-minute classroom observation of the evaluatee or other non-teaching assignment by November 1 for a fall evaluation and April 20 for a spring evaluation.
 4. Complete the IE 1 Form.
 5. Meet with the evaluatee and share his or her impressions resulting from the classroom visit. After the peer and evaluatee conclude their discussion, both sign the IE 1 Form and the evaluator forwards it to the Evaluation Committee chair for placement in the temporary evaluation file.
 6. Participate in the Final Summary Meeting to review all impressions and written materials that have been used in the evaluation process and to sign the IE 3 Form to certify the evaluation was conducted in accordance with adopted procedures.
 7. Attend Academic Senate meetings for the evaluatee's tenure hearing. The intent of this article is that all peers still employed by the District who served on any of the four committees are expected to attend this final meeting to determine tenure.

Evaluation Process for Part-time Faculty

- I. Frequency
 - A. Every adjunct faculty member must be evaluated once each semester in each of the first three semesters of service and in every sixth semester thereafter.

- II. Evaluation Committee Membership
 - A. Immediate Supervising Administrator
 - B. Evaluatee
 - C. Evaluator (Full-time Regular Unit Member)
 1. The part-time faculty member does not choose her/his own peer evaluator. The evaluator is assigned by the department or selected from a list of volunteers if not enough departmental faculty are available.

- III. Evaluation Procedure Responsibilities—The evaluator (Full-time Regular Unit Member) and the supervising administrator do not meet with the part-time instructor as a “committee.”
 - A. Supervising Administrator
 1. The supervising administrator and the faculty evaluator prepare the Summary Evaluation Form IE 3 PT.
 2. In the event that the unit member receives a “Needs Improvement” the administrator shall hold a meeting with the unit member to discuss specific areas for improvement, on or before the deadline specified in 11.1. The unit member shall be evaluated in subsequent semesters. In the event the unit member receives consecutive “Needs Improvement,” at the discretion of the District, the unit member may not be offered a subsequent contract.
 3. In the event the unit member receives an “Unsatisfactory” evaluation, the administrator shall meet with the unit member on or before the deadline specified in 11.1. It is recommended that the evaluator be present.
 - B. Evaluatee
 1. If the evaluation is not acceptable to the evaluatee, he/she will have the option to attach written comments within 10 days of review of the evaluation with the supervising administrator.
 - C. Evaluator (Full-time Regular Unit Member)
 1. The same rules for distributing student surveys, typing written comments, conducting a 50-minute minimum observation, etc., apply as for full-time faculty. Form IE 1 PT is used to write up the observation and Form IE 2 is used for student evaluations.
 2. The evaluator receives \$100 or six hours Flex per evaluation and is limited to doing 10 part-time evaluations per year, except in unusual circumstances.
 3. The evaluator shall provide evaluatees with an evaluation schedule at least one week prior to the in-class evaluation.
 4. The evaluator shall make a thorough, professional evaluation of the evaluatee, and shall prepare all necessary documents using the proper forms. When the evaluator and the supervising administrator prepare the Summary Evaluation, Form IE 3 PT is used.

IV. Miscellaneous Information

- A. The process for evaluation of unit members will remain the same as utilized for full-time faculty evaluation, with the exception of the timeline noted in section 11.1 (evaluation timeline) of the adjunct agreement.
- B. At the beginning of each academic year, full-time tenured divisional Unit Members shall select a pool of peer evaluators representing the departments, faculty service areas or disciplines within that division for the purpose of evaluating adjunct (hourly) faculty members.
- C. If sufficient names of peer evaluators are not forthcoming by September 15 for fall semester evaluations and by February 15 for spring semester evaluations, the administration will notify the Yuba College Faculty Association of that fact and request assistance in getting sufficient names.
- D. If there are still not sufficient names of peer evaluators by October 1 for fall semester evaluations and by March 1 for spring semester evaluations, the administration may select as peer evaluators any tenured Unit Members who have volunteered and who are acceptable to the administration.
- E. In the event that a unit member who has not been evaluated as outlined in 11.1 of the adjunct agreement, the unit member may be evaluated by a senior Tier No. 2 (Step 5 or above) unit member, or by the supervising administrator/director of the program, at the discretion of the district, in the following semester. The supervising administrator or director may select any Tier No. 2 unit member to complete the evaluation.

Evaluation Process for Categorical Temporary Faculty

(To be included in future revision)

Evaluation Documents

A. Evaluation Documents shall include the following for each evaluatee:

- 1. IE 1 Form** - Used by all peer evaluators and administrators to record classroom visits or related activity serving the evaluation process (The IE 1 is for full-time faculty and the IE 1PT is for adjunct faculty). Written statements on this form shall address the six (6) items of evaluation stated on the form and both the person preparing the form as well as the evaluatee shall sign the form. The comments on the form shall address the results of the classroom visit and the wider performance of the evaluatee in meeting the responsibilities of her/his position. **It is critical that the six items be addressed thoroughly.**

a. Acceptance of responsibility

Is the instructor in charge of the class? In what manner does he or she maintain an environment in which students can learn effectively? Are there too many distractions in the classroom? Does the instructor adhere to District and departmental policies such as following the course outline, providing a syllabus, and making course objectives, grading standards, and attendance requirements clear, etc.?

In the case of a non-teaching faculty member, does the faculty member meet his or her scheduled appointments, adhere to District and department policies, and make Yuba College policies clear to students?

b. Effectiveness of communications

Is the instructor or non-teaching faculty member articulate and clear in his or her presentation of information? A broad range of factors influence a person's ability to communicate with others. You may wish to note eye contact, voice projection, and various mannerisms which may enhance or detract.

Sometimes an instructor's communication skill is dependent on factors beyond his or her direct control. For example, you might be sitting near the side of the room, about mid-way from the front, and you observe that an instructor is very articulate. However, you also notice a noisy heater blower in the back half of the room, and the students who sit in that section are straining forward to hear. When you collect the student surveys, you notice that several of them comment on the instructor's speech being indistinct. It is acceptable to report both of these observations in tandem with one another as "possibly related" items. The key here is simply to report items as being "related" if that relationship is logical.

Communication also includes the ability to listen effectively. In what manner does the instructor or non-teaching faculty member answer student questions? Does he or she invite or inhibit student participation? Does he or she allow enough time for questions?

c. Effectiveness of instruction/student services

Do students appear to understand the concepts being presented? Are students actively listening? If students are participating and/or asking questions, does the nature of the discussion or questions suggest that students are gaining command of the concepts? Or do the comments and questions reflect a total lack of comprehension? Are instructions for assignments or procedures clear?

d. Expertise in subject matter/skill in contract assignment

Does the instructor's presentation include relevant, accurate, and up-to-date information in the subject area? If the Evaluation Committee agreed that a review of course materials was to be included in the observation, are those materials relevant, accurate, and current?

Remember that a peer may have a philosophical bias for or against a particular view in a discipline. The evaluatee may have a different bias. He or she has as much academic freedom as you do in adopting a particular viewpoint. As long as the evaluatee is adhering to the course outline and to departmental policies, your observation should not critique his or her philosophical stance.

Expertise in the case of a non-teaching faculty member such as a counselor might include such things as accurate knowledge about admissions, placement, matriculation, graduation, transfer and vocational programs, student government, student clubs, and other student services such as re-entry, career center, job placement, ESL, disabled students, and financial aid.

For a librarian, EOP&S counselor, school nurse, Disabled Students Enabler, or Learning Disabilities Specialist, the duties may be unique to that position and may require more extensive discussion and explanation during the initial Evaluation Committee meeting. It might be helpful for the committee to look at job descriptions before observing.

e. Techniques of instruction/skill in accomplishing contract responsibilities and/or assignments

When introducing concepts, does the instructor or non-teaching faculty member "bridge in" by using such strategies as relating new information to previous knowledge or by briefly reviewing a previous lesson? Or does the faculty member just "jump in."

How does the evaluatee assess the current level of knowledge that students may already have about the subject? (For example, leading questions or short quiz)

Does the individual present information in just one manner (lecture only, for example), or does he/she also incorporate other avenues for learning, such as chalkboard, multiple examples illustrating the same point, lecture outline for students to follow, textbook, workbook, handouts, outside readings, charts, overhead projector, maps, graphs, hands-on practice, video-tapes, group discussion, student reports, or guest speakers, etc. ?

Is the information presented in an orderly, structured, and sequential fashion? Or does the information seem disconnected or scattered? Remember that an evaluatee may use an instructional approach that "leads" students to "discover" via questioning and discussion rather than by sequential "feeding" of information. Again, this is a matter of academic freedom and philosophical orientation. However, even in using this method, the instructor should be leading students to information within a framework that would be visible to another instructor.

As long as 1) the evaluatee is accomplishing the course objectives and following departmental policy, 2) the students appear to be comprehending the concepts, and 3) the students do not appear to be confused by any apparent lack of structure or lack of organization, then a difference in instructional technique is not in itself, a negative factor appropriate for mention in the observation write-up.

Does the instructor offer opportunity for students to practice using the new information? Such practice might include a homework assignment, a lab activity, a library project, a

group project or discussion, working problems or examples on the board or on an overhead projector.

Does the instructor frequently assess whether or not students have understood the concept just presented? Instructors have many ways of doing immediate classroom assessment. Some of the most frequent to look for are 1) allowing a few minutes for questions and answers, 2) seeing if students can follow through on an in-class or in-lab exercise, 3) asking students to paraphrase a concept in their own words, 4) at the end of class, asking students to write a five minute summary of “today’s class” on a 3x5 card or sheet of paper.

Longer-range assessments might include term papers, essays, reports, projects, performances, displays, quizzes, tests, midterms, or final exams.

Even a non-teaching faculty member doing an orientation of his or her particular services might offer a question and answer period of might ask for a paraphrase of instructions just given for example.

f. Participation in professional responsibilities and other internal and external professional activities that further the image and growth of the college; i.e., participation on college committees, program review, student activity advisement, etc.

Professional responsibilities are defined as hiring committees, department meetings, district sanctioned committees and participation in discipline specific organizations (i.e., boards, advisory groups, and etc., both internal and external). Unit members shall be obligated to participate in a range of professional responsibilities related to their assigned duties each semester. Professional responsibilities are in addition to classroom time, preparation time, counseling time, and office hours, and shall be approximately five hours per week on average.

2. **IE 2 Form** - Instructor Rating Sheet that is distributed to students to survey their impressions of the performance of the evaluatee. Student comments are to be written on the back side of the form. Counselor Survey Form used for counselors. The IE 2 Form shall serve as the basic guide to evaluation of the six (6) mandatory items of evaluation.
 - a. Typed student comments – Student written comments on the IE 2 Forms are to be typed verbatim by the peer evaluators on separate pages.
 - b. IE 2 Tally Form - The student responses for each item on the IE 2 Form are to be tallied by each class and recorded on a single blank IE 2 form by the peer evaluator(s).
3. **IE 3 Form** - Summary Evaluation Form that certifies the completion of all required evaluation activities by the Evaluation Committee, states the committee’s composite perspective based on information contained and documented in the forms IE 1 and IE 2, and is signed by all members of the committee.
 - a. The IE 3a Form is to be used for non-tenured Unit Members.
 - b. The IE 3b Form is to be used for tenured Unit Members.
 - c. The IE 3 PT Form is to be used for adjunct faculty.

Cautions:

While adherence to the agreed-upon process is largely the responsibility of the supervising administrator, evaluators must perform their duties in a manner consistent with the contract.

Exercise Great Caution That:

1. You speak up if you notice that persons on the Evaluation Committee (whether supervising administrator or peers) are deviating from the agreed-upon procedure.
2. When you write up your observations on the IE 1 form, you—and the entire committee—consistently address the six items of evaluation listed on the form. Do not allude to hearsay among students or colleagues. You can, however, quote students' hand-written comments from the survey sheets. As for what you think is the opinion among colleagues, you will have to rely on colleagues who are peers on the same committee to report their own observations.
3. Your observations stick to what actually occurred during the particular classroom visit or assignment observation you are writing up.
4. You observe for the minimum 50-minute period. If you must also distribute the instructor rating sheets, you will need to make an additional visit.
5. You review course outlines, syllabi, and other classroom materials prior to making a classroom observation. The decision as to what materials will be reviewed by peer evaluators should be made during the initial Evaluation Committee meeting. If material is not presented at the initial meeting, be sure to ask the supervising administrator and the evaluatee to provide information.
6. You meet the timelines agreed to by the Evaluation Committee. If you don't, the Evaluatee might successfully appeal a tenure denial, and then you will have tenured an individual you didn't wish to keep.
7. You indicate that the evaluatee needs improvement if that is truly the case. Do not expect the supervising administrator or fellow evaluators to do that for you. It is your responsibility to ensure—as much as possible—that the College has the most qualified and committed faculty.
8. You refrain from responding to rebuttals put forth by the evaluatee.

Rights of Evaluatee: Refer to the YCFA Contract

APPENDIX

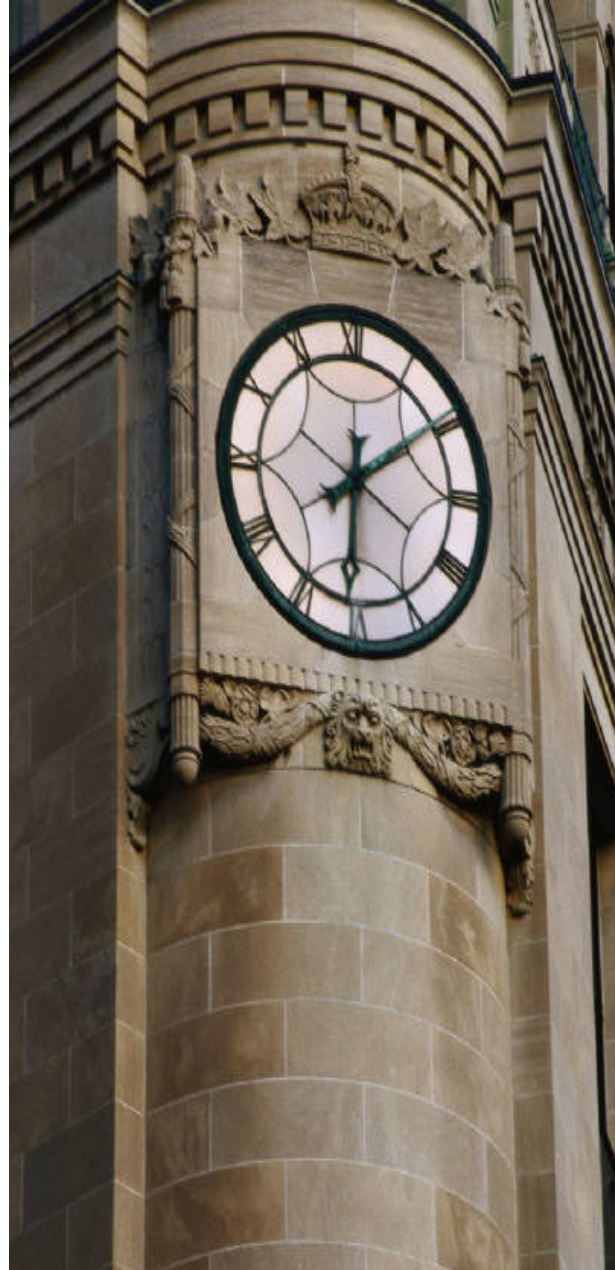
Sample Evaluations

Full-time Faculty Contract

Article 6.0

Part-time Faculty Contract

Article 11.0



Sample Evaluations

SAMPLE A—For Full-time Tenured, Non-tenured, and Contract Faculty

YUBA COLLEGE

FACULTY EVALUATION FORM IE 1

FULL-TIME FACULTY MEMBER EVALUATION REPORT

In this report the evaluator should express (A) her/his evaluation of the faculty member's performance based upon class visit(s) or upon observation of the faculty member's work in his/her other assigned position. The evaluator will also present a (B) total impression of the individual as a member of the College staff, particularly regarding responsibilities normally in addition to a faculty member's regular assignment. The report will cover, but not be limited to, observations of the following: (1) acceptance of responsibility; (2) effectiveness of communications; (3) effectiveness of instruction; (4) expertise in subject matter or skill in non-teaching assignment; (5) techniques of instruction/skill in accomplishing non-instructional responsibilities; and (6) participation in other internal and external professional activities that further the image and growth of the college; i.e., participation on college committees.

NAME OF FACULTY MEMBER OBSERVED: Cheri Hartwig

Date of Observation: 10/24/05 **Class Hour:** M 9-11:50 AM **Length of Observation:** 50 Min.

Department and No. of Course or Title of other Assigned Position: Biology 15 Lab

(Use reverse side for additional comment)

(A) EVALUATION:

I observed Cheri Hartwig in her Biology 15 Lab on Monday, October 4, 2005 from 9-9:50 AM. She began by reviewing the anatomy of the frog, as compared to human anatomy, and the class discussed major points of similarity and difference. She then supervised students in lab activities which were intended to lead students through the transition from anatomy to physiology.

(Items 1 through 6 above)

1. Acceptance of responsibility:

Students were on time to class and were attentive throughout the class session. After taking attendance, Ms. Hartwig began the session by drawing students' attention to the course syllabus and noting the reading assignment which students were to have completed in preparation for the session.

2. Effectiveness of communications:

At all times, Ms. Hartwig was very open to questions and was also tactful with one particular student who was asking a few "off the wall" questions. She didn't allow him to derail the class, but at the same time she did not embarrass him in front of the other students. She simply acknowledged the question and indicated that she would answer it during the class break or after class. Her sense of humor pervaded the session, and her obvious enthusiasm for her topic carried over to her students.

3. Effectiveness of instruction:

The nature of students' comments and questions suggested that students were comprehending the concepts. Most students were actively taking notes; only a few

were listening passively. When students began the lab portion of the class, they exhibited no confusion about the purpose of or procedures for each lab station. It appeared that Ms. Hartwig had effectively prepared them for the task at hand.

4. Expertise in subject matter or skill in non-teaching assignment:
Ms. Hartwig's expertise in the subject area appeared to be excellent. She did a good job of defining terms and in drawing parallels to human anatomy and functions wherever possible, so as to give the student a familiar frame of reference.
5. Techniques of instruction/skill in accomplishing non-instructional responsibilities:
Not only did Ms. Hartwig make good use of wall charts and overheads, but she also drew upon effective metaphors and examples to illustrate her point (for example, likening the pharynx to "traffic control"). She then summarized the review and indicated the major points which would be asked on the upcoming practicum. Before freeing students to begin the lab, she previewed what students should expect at each of the lab stations and allowed a few minutes for questions and discussion.
6. Participation in other internal and external professional activities that further the image and growth of the college:
I have observed that Ms. Hartwig is also involved in other areas of the college environment. She serves on the Math/Science high school and CSU articulation committees and is the Math/Science Division liaison to the Student Services Division at the college. She is also serving as a two-year appointee on the Curriculum Committee.

(B) TOTAL IMPRESSION as a member of the College staff
The student surveys and written comments consistently reflect what I also perceived as an observer: Cheri Hartwig is an excellent instructor.

(C) XX No Improvement Needed

Needs Improvement

Recommendation(s) for Improvement:

Signature and

Title of Evaluator: _____ Date: _____

I have had the opportunity to read this report and discuss it with the evaluator. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

Signature of

Faculty Member: _____ Date: _____

SAMPLE B—For Full-time Tenured

YUBA COLLEGE

FACULTY EVALUATION FORM IE 3b

REGULAR FACULTY MEMBER EVALUATION SUMMARY

This Evaluation Summary is to represent a composite view of the best professional judgment of this evaluation committee based on the Forms IE 1 and IE 2 (student evaluations) regarding the total contribution of the faculty member as a member of the College staff. As such, it must represent the total impression of the faculty member as a facilitator of student progress, representing: direct observations, impressions gained through a consideration of student formal and informal evaluations, opinion professionally expressed by a significant number of colleagues, and observed or reliably reported professional behavior. Judgment should be in relation to facilitating student progress, providing a suitable learning environment, or performance expected as part of the faculty member's regular assignment and responsibilities outlined in Article 6 of the *YCFA/District Agreement*.

SUMMARY Evaluation of:

_____ (use reverse side for additional comments)

(A) EVALUATION: (items 1 through 6 from Forms IE 1 and IE 2)

(B) TOTAL IMPRESSION as a member of the College staff

(C) RECOMMENDATION TO SUPERINTENDENT/PRESIDENT REGARDING EMPLOYMENT:

RE-EMPLOY DO NOT RE-EMPLOY

No Improvement Needed

Needs Improvement

Suggestions to faculty member for improvement (if appropriate):

The above evaluation represents our best professional judgment:

Committee Chair _____ Date _____

Peer _____ Date _____

I have had the opportunity to read this report and discuss it with the evaluators. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

Faculty Member Signature _____ Date _____

Reviewed and Approved by _____ Date _____

Vice-President/Assistant Superintendent

SAMPLE C—For Non-time Tenured and Contract Faculty

YUBA COLLEGE

FACULTY EVALUATION FORM IE 3a

CONTRACT FACULTY MEMBER EVALUATION SUMMARY

This Evaluation Summary is to represent a composite view of the best professional judgment of this evaluation committee based on the Forms IE 1 and IE 2 (student evaluations) regarding the total contribution of the faculty member as a member of the College staff. As such, it must represent the total impression of the faculty member as a facilitator of student progress, representing: direct observations, impressions gained through a consideration of student formal and informal evaluations, opinions professionally expressed by a significant number of colleagues, and observed or reliably reported professional behavior. Judgment should be in relation to facilitating student progress, providing a suitable learning environment, or performance expected as part of the faculty member's regular assignment and responsibilities outlined in Article 6 of the *YCFA/District Agreement*.

SUMMARY Evaluation of:

_____ (use reverse side for additional comments)

(A) EVALUATION: (items 1 through 6 from Forms IE 1 and IE 2)

(B) TOTAL IMPRESSION as a member of the College staff

(C) RECOMMENDATION TO SUPERINTENDENT/PRESIDENT REGARDING EMPLOYMENT:

- FIRST YEAR: RE-EMPLOY (one year) DO NOT RE-EMPLOY
- SECOND YEAR: RE-EMPLOY (two years) DO NOT RE-EMPLOY
- THIRD YEAR: MAKE RECOMMENDATIONS BELOW
- FOURTH YEAR: RE-EMPLOY (as Regular) DO NOT RE-EMPLOY
- RECOMMEND TENURE DO NOT TENURE

SUGGESTIONS TO FACULTY MEMBER FOR IMPROVEMENT (if appropriate):

The above evaluation represents our best professional judgment:

Committee Chair _____ Date _____
 Senate Peer _____ Date _____
 Department Peer _____ Date _____
 Evaluatee Peer _____ Date _____

I have had the opportunity to read this report and discuss it with the evaluators. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

Faculty Member Signature _____ Date _____
 Reviewed and Approved by _____ Date _____
 Vice-President/Assistant Superintendent

SAMPLE C—For Part-time Faculty

YUBA COLLEGE

ADJUNCT FACULTY EVALUATION FORM IE 1 PT

ADJUNCT FACULTY MEMBER EVALUATION REPORT

In this report the evaluator should express (A) her/his evaluation of the adjunct faculty member's performance based upon class visit(s) or upon observation of the adjunct faculty member's work in his/her other assigned position. The evaluator will also present a (B) total impression of the individual as a member of the College staff, particularly regarding responsibilities normally in addition to a faculty member's regular assignment. The report will cover, but not be limited to, observations of the following: (1) acceptance of responsibility; (2) effectiveness of communications; (3) effectiveness of instruction; (4) expertise in subject matter or skill in non-teaching assignment; and (5) techniques of instruction/skill in accomplishing non-instructional responsibilities.

NAME OF FACULTY MEMBER OBSERVED: Michael Burns

Date of Observation: Nov. 17, 2005 Class Hour: Th 5-7:50 Length of Observation: 50 min.

Department and No. of Course or Title of other Assigned Position: History 17A

EVALUATION: (use other side of form if necessary)

- (1) **Acceptance of responsibility:**
- (2) **Effectiveness of communication:**
- (3) **Effectiveness of instruction:**
- (4) **Expertise in subject matter/skill in non-teaching assignment:**
- (5) **Techniques of instruction/skill in accomplishing non-instructional responsibilities:**

I observed Michael Burns in his History 17A class on November 17, 2005 from 7:00—7:50 PM.

This particular evening he was discussing the political changes during the 1820s and 1830s and pointing out the irony in the evolution of power away from the aristocracy while at the same time power was becoming centralized in the Supreme Court.

After taking attendance, he began the session by reviewing what was covered the previous week (this is especially important in a class which meets only once a week), and his method was to ask leading questions of student (he knew them by name) until he had laid the groundwork up to the timeframe and issues he wished to cover this evening.

He was careful to define terms but tended to do so orally rather than using the blackboard. At one point a student asked him to spell out an unfamiliar term on the blackboard because the spelling was particularly unusual.

He stopped briefly at critical points to ask if students had questions. He seemed to move onto the next point very quickly, however. I noticed that several students would start to raise their hands but that Mr. Burns was already resuming speaking.

He challenged the students to think critically by pointing out the difference between how we idealistically define “democracy” and how democracy was actually evolving in practice. He

used a number of relevant examples and appeared to be in excellent command of the subject area.

He also injected his sense of humor nicely, and in a manner his students appreciated. The class chuckled in agreement with him at many points, and it was obvious that he was keeping their attention.

He ended the session by making a rather confusing reading assignment from the textbook. He started flipping through the textbook, assigned a group of pages, changed his mind, and then changed his mind again. It was apparent that he was not making his assignment from a pre-planned list, notes, or syllabus. Several of the students' written comments indicated that this indecision in making assignments is frequent and sometimes confusing.

The Instructor Rating Sheets and students' written comments suggest that Mr. Burns has the potential of becoming an outstanding instructor, given some relatively minor improvements.

SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

RECOMMENDATION(S) FOR IMPROVEMENT:

1. Make more use of the blackboard, flipcharts, handouts, or overheads when discussing terminology so that students have visual as well as auditory input of information.
2. Allow a few more seconds for students to respond if they want to ask a question. Scan the room for "body English" which might suggest that a student is about to raise her/his hand.
3. Structure a syllabus which allows you to cover a particular amount of material in one class session and have your reading assignments thought out in advance. Your students should also have a copy for reference.

Signature and Title of Evaluator: _____
Lorie Lane, Professor Date: November 23, 2005

I have had the opportunity to read this report and discuss it with the evaluator. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

Signature of Adjunct Faculty Member: _____
Michael Burns Date: November 23, 2005

ADJUNCT FACULTY MEMBER EVALUATION SUMMARY

This Evaluation Summary is to represent the best professional judgment of the evaluator(s) of the total contribution of the adjunct faculty member. As such it must represent the total impression of the adjunct faculty member as a facilitator of student progress, representing direct observations, impressions gained through a consideration of student formal and informal evaluations, opinions professionally expressed by a significant number of colleagues, and observed or reliably reported professional behavior. Judgment should be in relation to facilitating student progress and providing a suitable learning environment. It should be done in keeping with the concepts outlined in Article 6 of the *YCFA/District Agreement*.

SUMMARY Evaluation of: Michael Burns

Peer Evaluation and Student Evaluation was completed on **November 17, 2005**

Evaluation Conference was completed on **November 23, 2005**

RECOMMENDATION REGARDING EMPLOYMENT:

SATISFACTORY NEEDS IMPROVEMENT DO NOT RE-EMPLOY

SUGGESTIONS TO FACULTY MEMBER FOR IMPROVEMENT (if appropriate):

Recommendations for Improvement:

1. Make more use of the blackboard, flipcharts, handouts, or overheads when discussing terminology so that students have visual as well as auditory input of information.
2. Allow a few more seconds for students to respond if they want to ask a question. Scan the room for "body English" which might suggest that a student is about to raise her/his hand.
3. Structure a syllabus which allows you to cover a particular amount of material in one class session and have your reading assignments thought out in advance. Your students should also have a copy for reference.

The above evaluation represents my best professional judgment:

Division Dean: Joseph Reed _____

Date 12/01/05

Peer: Lori Lane, Instructor _____

Date 12/01/05

I have had the opportunity to read this report and discuss it with the evaluator. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

Adjunct Faculty Member Signature: Michael Burns _____ Date 12/01/05

Full-time Faculty Contract

ARTICLE 6.0 – EVALUATION

6.1 Unit Member Evaluation

Purpose: These procedures are to improve instruction and delivery of student services, to provide a basis for Unit Member professional growth, and to comply with California State/Community College laws and regulations.

6.1.1 Definitions

- 6.1.1.1 A Non-tenured Unit Member is a Contract Unit Member.
- 6.1.1.2 A Tenured Unit Member is a Regular Unit Member.
- 6.1.1.3 A Categorical Unit Member is a non-tenure track Unit Member funded by other than unrestricted District general funds.
- 6.1.1.4 A Peer evaluator is a tenured Unit Member who agrees to participate in the evaluation of another Unit Member and/or an adjunct academic employee.
- 6.1.1.5 An Evaluation Committee is composed of all of the individuals selected or required to participate in the evaluation of a Unit Member.
- 6.1.1.6 Evaluatee is the Unit Member being evaluated.
- 6.1.1.7 Immediate Supervisor is the educational supervisor or manager to whom the Unit Member being evaluated directly reports.
- 6.1.1.8 Second Level Administrator is an educational supervisor or manager to whom the Immediate Supervisor reports.
- 6.1.1.9 Evaluatee Peer is the tenured Unit Member selected by the evaluatee.
- 6.1.1.10 Department Peer is the tenured Unit Member selected by the department to represent the department in the evaluation process.
- 6.1.1.11 Senate Peer is the tenured Unit Member selected by the Academic Senate to represent the Academic Senate in the evaluation process.
- 6.1.1.12 Student evaluators are any students enrolled in a class (or using a service) being taught by the evaluatee during a period of evaluation who complete an IE 2 or Counselor Survey Form
- 6.1.1.13 Temporary evaluation file refers to the package of required written materials as they are being generated during the evaluation of an evaluatee.
- 6.1.1.14 Chair of the Evaluation Committee is the immediate supervisor or his/her designee, or under special circumstances, could be the second level administrator.

- 6.2 Frequency of Non-tenured and Tenured Unit Member Evaluation
- 6.2.1 Each non-tenured Unit Member shall be evaluated each Fall Semester; at the recommendation of the evaluation committee, the process may be continued in the Spring Semester (see Article 6.9.1.5).
- 6.2.2 Each tenured Unit Member must be evaluated once every third year. At the discretion of the Evaluation Committee, the evaluation shall be conducted and completed in either the Fall or Spring Semester. This decision shall be made during the initial meeting. Unit Members who receive a “needs improvement” evaluation may be evaluated every year until a satisfactory evaluation is achieved
- 6.2.3 A non-tenured Unit Member who begins employment with the District effective for the Spring Semester will undergo the same evaluation process that is conducted during the Fall Semester, but beginning with the peer selection and appointment by February 1, initial Evaluation Committee meeting by February 10, completion of peer observations by April 7, and completion of the Summary meeting by May 12. The non-tenured Unit Member will be evaluated again with the full evaluation process in the following Fall Semester. Non-tenured Unit Members who begin employment with the District effective for the Spring Semester will NOT be able to count their first Spring Semester of employment toward sabbatical leave or tenure consideration.
- 6.2.4 Schedule for Evaluation – An official list of Unit Members to be evaluated and a schedule of due dates shall be published annually by August 1 by the Director of Personnel Services to allow those concerned with evaluations to meet their evaluation responsibilities. Distribution shall be to the Vice Presidents/Assistant Superintendents of Instruction and Student Services and the President of the Academic Senate.
- 6.2.5 Non-tenured, categorically funded Unit Members shall be evaluated the same as contract Unit Members in their first and second years of employment. In the third and fourth years, the evaluation shall be continued for improvement recommendations and conclude in a recommendation to re-employ or not re-employ following the fourth year. Further evaluation shall occur in each third year following and shall employ the same process as for regular Unit Members.
- 6.3 Participants in evaluation - Each evaluation shall be conducted by administration, peer Unit Members, and students.
- 6.4 Evaluation Documents shall include the following for each evaluatee.
- 6.4.1 IE 1 Form - Used by all peer evaluators and administrators to record classroom visits or related activity serving the evaluation process. Written statements on this form shall address the six (6) items of evaluation stated on the form and the form shall be signed by both the person preparing the form as well as the evaluatee. The comments on the form shall address the results of the classroom visit and the wider performance of the evaluatee in meeting the responsibilities of her/his position.
- 6.4.2 IE 2 Form - Instructor Rating Sheet that is distributed to students to survey their impressions of the performance of the evaluatee. Student comments are to be

written on the back side of the form. Counselor Survey Form used for counselors. The IE 2 Form shall serve as the basic guide to evaluation of the six (6) mandatory items of evaluation (See Article 6.5).

A student evaluation form for use in distributed education classes will be developed within the next contract period.

- 6.4.3 Typed student comments – Student written comments on the IE 2 Forms are to be typed verbatim by the peer evaluators on separate pages.
- 6.4.4 IE 2 Tally Form - The student responses for each item on the IE 2 Form are to be tallied by each class and recorded on a single blank IE 2 form by the peer evaluator(s).
- 6.4.5 Any approved Alternative Forms for the IE 2 Form which might be used for collecting impressions of students or others that are used in the evaluation of non-tenured or tenured Unit Members shall be mutually agreed upon by the non-tenured or tenured Unit Members within the same Division, department, related discipline or faculty service area and the appropriate supervisor. The forms will be used for courses within the division, department, or related discipline. Such agreement may include specification of which courses require oral administration of the form or use of an ESL or sign language interpreter who is not the evaluatee.
- 6.4.6 IE 3 Summary Evaluation Form – Certifies the completion of all required evaluation activities by the Evaluation Committee, states the committee’s composite perspective based on information contained and documented in the forms IE 1 and IE 2, and is signed by all members of the committee. The form will indicate whether or not the performance of the Unit Member is satisfactory or unsatisfactory in meeting all aspects of the assigned responsibilities of the position occupied by the evaluatee, whether teaching, non-teaching, or a combination of these. The IE 3a Form is to be used for non-tenured Unit Members and the IE 3b Form is to be used for tenured Unit Members. The IE 3 PT Form is to be used for adjunct faculty.
- 6.4.7 Any alternative view statements generated and signed by the evaluatee or evaluators which might arise out of the Final Summary Meeting of the Evaluation Committee.
- 6.4.8 Distribution of forms will be as follows:
 - 6.4.8.1 Evaluatee will receive the copies IE 1 Forms (or agreed-to alternative forms), copies of the IE 2 Summary Forms, copies of the typed comments from the IE 2 Forms, a copy of the IE 3 Form, and if the IE 3 Form is not agreed to unanimously by the committee members, any copies of dissenting statements/forms/rebuttals.
 - 6.4.8.2 The Temporary Evaluation File will contain originals of any IE 1 Forms (or agreed to alternative forms), the original tally forms for IE 2 Forms, original typed comments from the IE 2 Forms, the original IE 3 Forms, and if the IE 3 Form is not agreed to unanimously by the committee members, any original dissenting statements/forms/rebuttals.

6.4.8.3 Except for tenured Unit Members being evaluated in the spring, the Temporary Evaluation File will be completed prior to the end of the Fall Semester and forwarded immediately to the appropriate Assistant Superintendent/Vice President and will contain a recommendation to re-employ or not to re-employ the evaluatee. If the Evaluation Committee determines that the evaluation process should be continued during the Spring Semester, this will be stated on the IE 3 Summary Evaluation Form, which will also state the recommendations to the evaluatee for needed improvement of her/his performance. (See 6.9.1.5) The Evaluation Committee will continue in operation and the chair will keep a copy of the temporary evaluation file for use by the committee during the Spring Semester.

6.5 Items of Evaluation - The following factors shall be considered in every evaluation:

6.5.1 acceptance of responsibility

6.5.2 effectiveness of communications

6.5.3 effectiveness of instruction/student services

6.5.4 expertise in subject matter/skill in contract assignment

6.5.5 techniques of instruction/skill in accomplishing contract responsibilities/assignments

6.5.6 participation in professional responsibilities and other internal and external professional activities that further the image and growth of the college; i.e., participation on college committees, program review, student activity advisement, etc. (refer to Article 7.1.4).

6.6 Composition of the Evaluation Committee for Teaching and Non-teaching Unit Members

6.6.1 Immediate or Secondary Level Administrator or his/her designee who shall serve as the chair of the committee. 6.6.2 Peer Evaluators

6.6.2.1 The Peer Evaluator for a tenured Unit Member shall be selected by the Evaluatee and mutually acceptable to the immediate supervisor.

6.6.2.2 Peer Evaluators for a non-tenured Unit Member shall be:

6.6.2.2.1 one tenured Unit Member selected by the Evaluatee and mutually acceptable to the immediate supervisor.

6.6.2.2.2 one tenured Unit Member selected by full-time Unit Members within the same department or closely related discipline.

6.6.2.2.3 one tenured Unit Member selected by the Academic Senate in each of the four years.

6.6.2.2.4 Each year, prior to September 15, the Evaluatees, Departments, and Academic Senate will choose any peer evaluators needed to serve on the Evaluation Committees.

6.7 Responsibilities of Evaluation Committee Members

6.7.1 Chair will be responsible to:

- 6.7.1.1 call all necessary meetings and record and distribute the proceedings to the members.
- 6.7.1.2 make at least one classroom observation, which results in a written and signed IE 1 Form and to share any impressions derived from this visit with the evaluatee. This observation may be scheduled or unscheduled at the option of the administrator. Additional observations may be made if the immediate supervisor considers it helpful to the evaluation process.

If any committee chair fails to complete the initial classroom observation by November 15, the observation will be conducted by the appropriate Assistant Superintendent/Vice President or his/her designee.

- 6.7.1.3 coordinate committee efforts to complete required aspects of the process in compliance with the approved evaluation process and provide for the collection and keeping of the temporary evaluation file
- 6.7.1.4 call and conduct the initial meeting by October 7 of the Evaluation Committee, at which the committee members will decide how to comply with the requirements of the process and prepare a schedule for completing peer evaluations by November 1. The evaluatee shall be present during this meeting.

For tenured Unit Members being evaluated in the Spring Semester as provided for by Article 6.2.2, the peer evaluation may be completed as late as April 20.

- 6.7.1.5 At any subsequent meeting, prior to the final summary meeting, the evaluating committee may meet without the evaluatee. At the discretion of the committee, either the chair or the entire committee will report the outcome of the meeting to the tenured evaluatee.
- 6.7.1.6 conduct a Summary meeting by December 15 at which the recommendation to re-employ should be made if the recommendation is positive. If there is concern about the contract Unit Member's need to improve and the necessity of continuing the evaluation process in Spring Semester, the committee should delay its recommendation to re-employ until February 15 to give the committee more time to gather additional information about the performance of the contract Unit Member.

Decision to conduct a tenured Unit Member's evaluation in the Spring Semester shall be made by the Evaluation committee at its initial meeting no later than October 7. For a tenured Unit Member whose evaluation occurs in Spring Semester, the Summary meeting shall be held within two weeks following completion of peer review.

- 6.7.1.7 prepare and forward any recommendation for tenure arising from the process to the Academic Senate President

6.7.2 Peers will be responsible to:

- 6.7.2.1 attend all meetings called by the chair or scheduled by the committee and conduct themselves in a manner to keep all outcomes and proceedings of the committee confidential. The evaluatee should supply the peer evaluator with a list of all additional professional activities in addition to teaching and non-teaching assignments so that the evaluator may include these items on the IE1 Form. These items may include advisor or committee participation, high school contacts, funding raising, participation on college committees and any other outside activities that further enhances the partnership between the District and community.
- 6.7.2.2 make in-class (or assignment) and out-of-class observations (see Article 6.5 Items of Evaluation) and record his or her impressions on an IE 1 Form. Such visits shall be of length sufficient to enable the peer to form a valid impression of the performance of the evaluatee.
- 6.7.2.3 consult with the evaluatee regarding an appropriate date and time to administer the IE 2 Forms. After reading the generic statement of directions for the completion of the Instructor Rating Form (IE 2 Form) to the students, the peer shall distribute, collect, and tally the IE 2 forms in accordance with the directions of the Evaluation Committee. The peer is to see that the students use the forms in the correct manner. The evaluatee should not be present during this process.
- 6.7.2.4 type verbatim on separate pages all comments written by students on the IE 2 Forms that have been distributed and tallied by the peer evaluator.
- 6.7.2.5 insure that student evaluation response is from at least eighty percent (80%) of the students enrolled in the evaluatee's classes or one hundred or more students. For tenured Unit Members, the peer evaluator must administer the IE 2 Forms to two (2) or more of the evaluatee's classes to obtain at least the minimum percentage of students. For non-tenured Unit Members, all of the evaluatee's contract load classes shall be surveyed.
- 6.7.2.6 administer any Alternative Forms that are substituted for the IE 2 Form in accordance with the agreed upon procedures of the Evaluation Committee.
- 6.7.2.7 meet with the evaluatee and share his or her impressions resulting from the classroom visit. After the peer and evaluatee conclude their discussion, both sign the IE 1 Form and forward it to the Evaluation Committee chair for placement in the temporary evaluation file.
- 6.7.2.8 participate in the Final Summary Meeting to review all impressions and written materials that have been used in the evaluation process and to sign the IE 3 Form to certify the evaluation was conducted in accordance with adopted procedures.
- 6.7.2.9 attend Academic Senate meetings when evaluation processes they have participated in lead to the recommendation for tenure for

evaluatees. The intent of this article is that all peers still employed by the District who served on any of the four committees are expected to attend this final meeting to determine tenure.

- 6.8 Student Evaluators - Their input shall be from the summarized data on either the Instructor Rating Sheets (IE Form 2) currently used for class-administration by the Peer or on the appropriate Alternative Instructor Rating Sheets described in Article 6.4.5.
- 6.9 Basic Procedures
 - 6.9.1 Upon review of the total evaluation data during the Final Summary Meeting, during which the committee shall consider all objective sources of input, summarize the observations of the Committee members, and complete any required forms, the Evaluation Committee shall recommend the termination or continuation of the process.
 - 6.9.1.1 If the evaluatee disagrees with the recommendation of the committee, she/he may request the continuation of the process. If the process is to continue through the steps required for a tenured Unit Member, an Academic Senate member mutually agreed to by the Evaluatee may be added to the team, if requested by the Evaluatee.
 - 6.9.1.2 If the process is terminated, the evaluation procedures conclude for the year. The Temporary Evaluation File is completed and all documents are compiled and forwarded to the office of the appropriate Assistant Superintendent/Vice President.
 - 6.9.1.3 If a committee member disagrees with the recommendation, he/she may file a separate IE 3 Summary Evaluation form by the end of the Fall Semester. All such evaluations may be commented upon by the evaluatee, in writing, on the reverse side of the form.
 - 6.9.1.4 In any year of evaluation, both the Academic Senate President and the Director of Personnel Services will be advised by the appropriate Assistant Superintendent/Vice President of any unsatisfactory academic performance of a nature that might prevent a future recommendation of tenure.
 - 6.9.1.5 If the committee recommends that the process continue into the following Spring Semester:
 - 6.9.1.5.1 the committee will state on the IE 3 Form the reasons and a recommendation to continue the evaluation process to February 15. Further, the committee must state whether the full (6.9.1.5.2.1) or the abbreviated (6.9.1.5.2.2) process will be used.
 - 6.9.1.5.2 the committee will determine the level of scrutiny needed to address the stated reasons for continuing the evaluation and:
 - 6.9.1.5.2.1 decide to continue the full evaluation process concluding by February 15, or

- 6.9.1.5.2.2 decide on an abbreviated evaluation process appropriate to satisfy any concerns that were expressed on the IE 3 Form. Any abbreviated evaluation process will be documented in writing on or attached to the IE 3 Form and forwarded with the temporary evaluation file to the appropriate Assistant Superintendent/Vice President by February 15.
 - 6.9.1.5.3 the committee will remain composed of the same individuals for the remainder of the academic year.
 - 6.9.1.5.4 the chair shall keep a copy of the temporary evaluation file, to which augmentations will be made during the Spring Semester.
 - 6.9.1.5.5 there shall be an initial evaluation committee meeting called by the chair no later than the end of the first week of the Spring Semester to initiate continuance of the evaluation process. The committee will review and plan how to implement the recommendation of the committee as it was stated on the IE 3 Form.
 - 6.9.1.5.5.1 If the committee recommended that the full evaluation process be applied, the process conducted during the fall will be repeated and concluded by February 15. Upon completion of the process, an IE 3 Form will be completed and placed in the temporary evaluation file. The file and all augmentation documents will be forwarded immediately to the appropriate Assistant Superintendent/Vice President.
 - 6.9.1.5.5.2 If the committee recommended less than the full evaluation process, it will arrange to complete the process by February 15. Upon completion of the process, an IE 3 Form will be prepared and modified as appropriate before placement in the temporary evaluation file. The file with all augmentation documents will be forwarded immediately to the appropriate Assistant Superintendent/Vice President.
- 6.9.2 Summary Evaluations shall be initially completed by the end of the Fall Semester unless there has been a determination to continue the evaluation process into the Spring Semester as per 6.7.1.6.

A supplementary Summary Evaluation IE-3 form will be prepared by February 15 for interim observations where facts substantially change and/or where the previous evaluation indicated possible termination or disciplinary recommendations.

- 6.9.3 Prior to the end of February, the Director of Personnel Services shall forward recommendations for re-employment and a separate recommendation list, if applicable, for non- re-employment to the District Superintendent/President.
- 6.9.4 When the evaluatee is assigned both to teaching and non-teaching duties, he/she may be evaluated both as a teaching and as a non-teaching Unit Member by assigning some of the Evaluation committee to evaluate teaching and others on the Evaluation committee to evaluate non-teaching duties. The evaluation conclusions from both will be expressed on a single Summary evaluation Form IE 3 (a, b, or c).
- 6.9.5 The same calendar and procedures, which are used for the teaching Unit Members, will be used for non-teaching Unit Members.
- 6.10 Evaluation Dates and Time Lines for Non-tenured Unit Members
 - 6.10.1 By no later than February 15 of any year of the evaluation cycle for a non-tenured Unit Member, the Evaluation Committee shall complete its review and report its recommendations to re-employ or not re-employ and suggestions for improvement regarding the non-tenured Unit Member.
 - 6.10.2 By no later than February 15 of the fourth year of the evaluation cycle for a non-tenured Unit Member, the Evaluation Committee shall review its findings, for that year and the previous years, and submit to the Director of Personnel Services and the Academic Senate President a report as to the satisfactory or unsatisfactory performance of that non-tenured Unit Member.
 - 6.10.3 By no later than February 15 of the year in which the evaluatee is eligible for tenure (fourth year of evaluation), the Evaluation Committee shall make a recommendation to the Academic Senate whether or not to grant tenure to that non-tenured Unit Member.
 - 6.10.4 The Academic Senate, in a Closed Session, shall review the Evaluation committee's recommendation. The Evaluation Committee shall be present and shall have the opportunity to offer testimony.
 - 6.10.5 No later than February 20, the Academic Senate shall determine whether or not to recommend tenure for that non-tenured Unit Member and shall forward its recommendation, in writing, to the Superintendent/President.
 - 6.10.6 If the Academic Senate and the Superintendent/President agree, the recommendation shall go as a joint position to the Board of Trustees. If the recommendations are different, the Board will be advised of the Academic Senate's position.
 - 6.10.7 If the recommendation to the Board is against tenure, the evaluatee shall have the right to appeal to the Board of Trustees at the next, immediate meeting of the Board.
 - 6.10.8 If, in any year of the tenuring process, any appointed peer fails to perform her/his duties by November 1, the committee chair shall ask the appointing body to provide a substitute peer to complete the necessary duties by no later than December 1. If any peer fails to complete his/her duties by December 1, the evaluation will continue without participation of that peer.
- 6.11 Procedures and Compensation for Evaluation of Adjunct (hourly) Academic Employees

- 6.11.1 At the beginning of each academic year, full-time tenured divisional Unit Members shall select a pool of peer evaluators representing the departments, faculty service areas or disciplines within that division for the purpose of evaluating adjunct (hourly) faculty members.
- 6.11.2 If sufficient names of peer evaluators are not forthcoming by September 15 for Fall Semester evaluations and by February 15 for Spring Semester evaluations, the administration will notify the Association of that fact and request assistance in getting sufficient names.
- 6.11.3 If there are still not sufficient names of peer evaluators by October 1 for Fall Semester evaluations and by March 1 for Spring Semester evaluations, the administration may select as peer evaluators any tenured Unit Members who have volunteered and who are acceptable to the administration.
- 6.11.4 Peer Evaluators shall be paid \$100 or shall receive six (6) hours of Flex credit per evaluatee and shall notify the District which option will be used before the evaluation begins. The evaluation and agreement must be turned in to Personnel before either a payment will be made or flex will be credited to the Unit Member.
- 6.11.5 The Peer Evaluator shall make a thorough, professional evaluation of the evaluatee, and shall prepare all necessary documents using the proper forms.
- 6.11.6 Except in unusual circumstances, no one will serve as the peer evaluator more than ten (10) times per academic year.
- 6.11.7 Peer evaluators of adjunct academic employee shall, in the case of off-campus evaluations, be compensated for mileage at the prevailing District rate or may use a District vehicle if available.
- 6.11.8 It is understood that Peer Evaluators, in implementation of their duties as outlined in Article 6 of this Agreement, are acting under the mandate and protection of AB 1725.

Part-time Faculty Contract

ARTICLE II –EVALUATIONS

11.1 Evaluation will follow the evaluation schedule as follows:

Evaluation Timeline

Fall semester

Spring Semester

Begin Semester based on Academic Calendar:
Approximately August 20

Approximately January 14

Dean or Director Schedules “peer evaluator”
On or before October 1

On or before March 1

Peer Evaluator schedules and performs classroom evaluation:
On or before November 15

On or before April 15

Peer Evaluator completes evaluation, meets with unit
member and submits to supervising Dean or Director:
On or before November 30

On or before April 30

Supervising Dean completes evaluation of unit member, including meeting and reviewing
evaluation, if requested by either party:
On or before December 15

On or before May 15

11.2 The process for evaluation of unit members will remain the same as utilized for full-time faculty evaluation, with the exception of the timeline noted in 11.1.

11.2.1 The evaluator shall use the appropriate adjunct faculty evaluation forms. IE 1 PT (IE 3 PT is used by Supervisor)

11.3 Every adjunct faculty member must be evaluated once (1) each semester in each of the first three (3) semesters of service and in every sixth (6th) semester thereafter.

11.4 Elements of evaluation shall be work station observation (peer and/or Dean), and student input and may include self-evaluation, at the instructor’s option.

- 11.5 In the event that a unit member who has not been evaluated as outlined in 11.1, the unit member may be evaluated by a senior Tier No. 2 (Step 5 or above) unit member, or by the supervising Dean/Director of the program, at the discretion of the district, in the following semester. The supervising Dean or Director may select any Tire No. 2 unit member to complete the evaluation.
- 11.6 For each evaluation, the unit member may select compensation at the rate of \$100 per evaluation or six (6) hours of Flex Credit, and shall notify the supervising Dean or Director prior to the evaluation. Mileage at the prevailing District rate shall be paid for off-campus evaluations.
- 11.7 The evaluator shall provide evaluates with an evaluation schedule at least one week prior to the in class evaluation.
- 11.8 In the event that the unit member receives a “needs improvement” the Dean shall hold a meeting with the unit member to discuss specific areas for improvement, on or before the deadline specified in 11.1. The unit member shall be evaluated in subsequent semesters. In the event the unit member receives consecutive “needs improvement”, at the discretion of the District, the unit member may not be offered a subsequent contract.
- 11.9 In the event the unit member receives an Unsatisfactory” evaluation, The Dean shall meet with the unit member on or before the deadline specified in 11.1.
- 11.10 If the evaluation is not acceptable to the evaluatee, he/she will have the option to attach written comments within 10 days of review of the evaluation with the supervising Dean or Director.