



# DEPARTMENT CHAIR HANDBOOK



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## Department Chair Role

Congratulations! You have been elected as a Department Chair for Oxnard College. This is a critical role for the college and entails multiple responsibilities that you may or may not be aware of. This handbook provides a general overview of the position, responsibilities, and resources that we hope you find useful and helpful. Additionally, your Dean and Vice President are also available as a resource and can help answer any questions you may have. Lastly, if available, the previous department chair may provide additional support as well.

### Responsibilities/Duties

According to the American Federation of Teachers (AFT) Collective Bargaining Agreement (CBA) Article 13 ([Appendix A](#)), below are the listed department chair duties:

1. Recruiting, selecting, and orienting of the new faculty and classified employees who will be assigned to the department.
2. Developing of the department's instructional/non-instructional schedule.
3. Developing and revising of curriculum, including course outlines and course
4. Evaluating of faculty in the department.
5. Planning and facilitating of department meetings, including ensuring the preparation and distribution of minutes.
6. Communicating with students, faculty, and other employees.
7. Representing of, and serving as liaison/advocate for, the department within the College/District.
8. Facilitating processes for program review and student learning outcomes/service unit outcomes assessment.
9. Suggesting substitute classroom and non-classroom assignments as needed.
10. Participating in the department's budget process.
11. Coordinating of the review of requisite challenges or course placement exams.
12. Demonstrating sensitivity in working with students of diverse racial, ethnic, and cultural backgrounds; sex, gender, and sexual orientation; age, socioeconomic status, language, and veteran status; religion, political perspective, and lifestyles; as well as physical and mental abilities.

## Recruitment

As department chair, you may be asked to serve on various part-time and full-time faculty recruitment committees along with your dean. Most of the recruitment committees you will serve on will be for part-time faculty. In these cases, the committee will likely consist of the Dean, the Department Chair (you), and a faculty member from the discipline you are hiring for. For more information on the recruitment process please reference Administrative Procedure [7120-D](#) & [7120-E](#) in BoardDocs.

There will be occasions when we do not have time to complete a traditional recruitment process to staff active classes at our college. AP 7120-E provides a couple of examples of alternative hiring methods to meet these demands. They are listed below.

### Alternative Hiring Process for Exigent Circumstances

In the event there is a need to expeditiously hire an instructor due to unforeseen circumstances and provided there are fewer than 15 working days before the instructor shall begin working, the Director of Employment Services may authorize a waiver to the hiring procedure as described above and allow the committee to exercise one of the following options:

- A. The committee gives selective consideration to current District faculty hired in the discipline at the other colleges without giving consideration to other applicants.
- B. In the event a pool exists for the discipline, the committee considers the applicants in the order of the date a completed application was submitted until a suitable applicant is found. The committee accomplishes this through one of the following processes:
  1. The committee identifies preferred qualifications and reviews applicants in the order in which they applied until a suitable number of applicants who meet the minimum and preferred qualifications have been identified. The committee interviews the selected applicants and, if the committee does not recommend anyone for hire, the committee invites the next group of applicants who meet the preferred qualifications to an interview. The committee determines how many applicants to invite at a time. The committee documents the preferred qualifications by which the applicants were screened and who was invited to an interview.
  2. The committee interviews the applicants who meet minimum qualifications in the order they applied without consideration of preferred qualifications until a suitable applicant is selected for hire.
  3. The committee develops screening criteria, screens the applications, and interviews the most qualified applicants in the order they applied.

The Director of Employment Services may approve modifications to the above processes on a case-by-case basis.

## Emergency Hires

The following strategies may be utilized within five working days of classes starting:

- A. Give selective consideration to faculty in the discipline currently working at other California community colleges or colleges/universities. The applicant must complete an application in the online applicant tracking system and submit transcripts or a letter from the registrar's office indicating they meet minimum qualifications. Human Resources will provide the employee with an orientation within three days of hire.
- B. Give selective consideration to previous qualified VCCCD adjunct faculty in the discipline who came off of the longevity list due to eight semesters of inactivity and were in good standing with the District. Human Resources will provide the employee with an orientation within three days of hire.

Faculty hired under these conditions will be required to participate in a regular selection process and be deemed qualified by the hiring committee in order to receive consideration for future assignments in the discipline following the semester of emergency employment. Finally, in addition to the above processes, there is also Temporary Full-Time recruitment that requires approval and consultation with Human Resources. This type of recruitment has multiple restrictions and is not recommended unless absolutely necessary.

## Schedule Development

This is one of the most critical responsibilities of the department chair. There are many layers to schedule development and as department chair, you will work closely with your dean on each term schedule. The AFT CBA provides guidance regarding order of assigning classes under Article 5 ([Appendix B](#)). However, the number of classes we offer should be based on historical data and data trends. There are multiple factors involved when developing a schedule and a couple critical pieces are outlined below.

### Schedule Development Timeline

The first step of the schedule development process is becoming familiar with the timeline. Below is a table that summarizes the schedule development timeline. This timeline is not absolute and may vary depending on the school year, start dates, and other factors. Additionally, the timeline is based on our current 18-week primary term/semester instructional calendar. This timeline will change once the district moves to a compressed calendar.

	Summer Schedule	Fall Schedule	Spring Schedule
Department Chair receives schedule template to begin drafting future schedule	2 <sup>nd</sup> week in November	2 <sup>nd</sup> week in November	4 <sup>th</sup> week in April
Department Chair submits draft schedule to dean for review	1 <sup>st</sup> week in December	3 <sup>rd</sup> week in January	2 <sup>nd</sup> to last week in August
Dean submits schedule to VPAA & Academic Data Specialists to enter in Banner	2 <sup>nd</sup> week in December	4 <sup>th</sup> week in January	Last week in August

### Schedule Template

The templates provided to department chairs are the excel versions of a Banner report ([Appendix C](#)). The template will be the current or previous active schedule for the semester the department chair will be working on. For example, if a department chair is going to work on the schedule for Spring 2024, they will be provided the active schedule of Spring 2023 as the template to start with. This is known as the “rollover” schedule.

Department chairs will use this excel sheet to make additions and revisions to the future schedule. Training on how to do this in excel will be provided by the deans and/or the VPAA. Department chairs will work with their department faculty on the development of the schedule and once the final draft is ready, they will forward to the dean for review. It is highly recommended that the department chairs share this first *draft* of the schedule with their whole department, including their part-time faculty members listed on the schedule. It is important to note that the dean may have suggestions for revisions before the schedule is forwarded to the VPAA and academic data specialists. The VPAA may also have additional recommendations or revisions before the schedule is entered in Banner.

The academic data specialists will inform the deans once the schedule is entered in Banner. Deans will work with their administrative assistants to forward the Banner version of the schedule of classes to their divisions for final review and changes before the schedule goes live for student viewing.

### Schedule Considerations

When developing a schedule for a future term, the department chair should review historical data through [Tableau dashboards](#) to determine the number of sections to offer for a specific course. Department chairs will receive the roll-over schedule as the template to start with and this template may require some filtering as the department chair focuses on specific disciplines to plan/schedule. After the department chair has filtered for the specific discipline, they can look for the historical data for that specific discipline. The tableau data allows the department chair to review the historical

enrollment trend by discipline AND course which can provide the department chair with the number of students served in the previous like term.

For example, if in the previous spring semester, we served 312 students in English R101 classes (with enrollment caps of 27) then we should plan for no more than 12 sections of English R101 in the upcoming spring semester. If those 12 sections fill up quickly, we can add as needed. It is better to add courses if needed than to cancel for low enrollment.

Department chairs should also be familiar with/aware of their department's specialty courses that are for the major and only offered on select semesters. The college is working on a system for tracking our course offerings for ease of access. In the meantime, the department chairs will need to work collaboratively with their discipline faculty leads for ensuring these courses are scheduled when needed.

### **Schedule Assignments**

The AFT CBA Article 5 ([Appendix B](#)) provides guidance on the scheduling of assignments that can be helpful for department chairs when working on their schedules. As stated in the Article 5.4.C.(1), "Assignments of contract teaching load for contract faculty member shall have first priority over any other class assignments." This means that we need to ensure contract faculty members are scheduled for their contractual 1.0 load first. This can be the equivalent of 4 or 5 classes depending on the units for the class.

Once contract faculty scheduling requirements have been met, the chair should follow the Non-Contract Assignment Procedures as outlined in Article 5.6.D. If classes are available, non-contract assignments shall be made in the following order:

- a) Full-time faculty teaching extra-hourly and non-contract faculty on a college's Preferred List will be assigned their previously assigned loads in longevity order.
- b) Full-time faculty requesting new extra-hourly assignments.
- c) Other non-contract faculty members on the longevity list with previously assigned loads (PAL) will be given their PAL in longevity order.
- d) Priority for increased loads shall be considered in the order indicated in (a.) - (c.) above.
- e) Faculty on the pre-longevity list or newly hired faculty.
- f) When qualified new non-contract faculty members are not available, an intern may be hired. An intern may not be hired for more than four (4) semesters. An intern may accrue service credit to get on the longevity list; however, (s)he must complete four (4) semesters of teaching experience (as an intern or non-contract faculty member) and be hired as a non-contract faculty member according to the VCCCD hiring procedures in order to be added to the longevity list. Intern service experience will not count toward longevity.

In addition to the order of assignment, PAL and longevity, department chairs will also have to keep in mind modality when scheduling their faculty assignments. Modality is important for historical enrollment trends and for contractual obligations for full-time, contract faculty. The AFT CBA article 5.4.C.(8)a states that, "Contract classroom faculty members shall, in a normal work week, work on campus a minimum of three (3) days,



inclusive of instructional assignments and college service.” The contract requires full-time faculty to work on campus a *minimum* of three days. Typically, this refers to their primary assignment of classroom instruction.

## **Evaluating Faculty**

Department chairs will serve on multiple evaluation committees and, in some cases, tenure review committees. The processes for each are outlined in the AFT CBA in Articles 11 and 12 ([Appendix D](#)). Deans will take the lead in coordinating and scheduling the components of the evaluation and/or tenure review committees and keep track of which faculty are due for an evaluation next.

It is important to note the AFT CBA states the purpose of the evaluation process is, “to provide a genuinely useful and substantive assessment of faculty performance, to recognize and acknowledge good performance, to enhance performance, and to help employees further their own growth. The evaluation process should be implemented in a positive, supportive manner that encourages self-improvement and excellence in the faculty member’s areas, promotes professionalism and enhances performance.” Additionally, the new AFT CBA has a revised Administrator and Peer Evaluation Form A2 ([Appendix E](#)) for faculty that applies to all types of evaluation including, Non-Contract, Full-Time Tenured, Full-Time Temporary, and Tenure-Track.

This form is where the evaluation or tenure review committee provide their faculty peers with “substantive assessment of faculty performance”. To do so each member of the committee, especially the department chair and deans, should do their best to provide as much information about the faculty performance as possible. This is also important for supporting the evaluators overall rating at the end of the evaluation form. The overall rating should be supported with the content provided throughout the A2 form.

## **Department Meetings**

Department chairs schedule monthly meetings with their department colleagues to keep them informed on critical college updates and information. Department meetings provide the opportunity for colleagues to share-out information from committee meetings, Academic Senate meetings, and Department Chairs meetings. Additionally, department chairs can designate department meeting time for the review and possible revisions of student and program learning outcomes.

## **Program Review and Learning Outcomes Assessment**

The Program Review submission process occurs every fall semester and the Office of The Vice President of Academic Affairs will send a college wide email early in the semester college wide to inform programs of who is due, deadlines, instructions and more. Currently, part of the comprehensive program review process includes a review of the program’s learning outcomes or service unit outcomes assessment. Oxnard College is revamping the student learning outcomes (SLO) assessment process and cycle and more information will be provided in the coming months. However, department chairs



should work with their deans to remind faculty to complete their student learning outcomes assessment in eLumen.

SLO assessment can be a department meeting agenda item and the Vice President of Academic Affairs can work with the department chairs on scheduling eLumen training for their department faculty and/or a presentation from a SLO Faculty Peer Mentor on the new assessment process and cycle.

## **Curriculum Development/Revisions**

Department Chairs may have multiple disciplines in their department and therefore cannot create/revise curricula for all their disciplines. However, a department chair can provide guidance and support to their colleagues who are creating new curriculum or revising current curriculum. If the department chair has created/revised curriculum before, they can share their experience with the planning, development, and submission process. It is also highly recommended that department chairs participate in the curriculum committee, if possible, especially when new curriculum in their department is being reviewed by the committee. The department chair can serve as an advocate for the curriculum/department.

## **Suggesting substitute instructors and contact hours**

Department faculty should inform their chairs and deans if they will miss class due to illness or other reasons. In these cases, the department chair may need to work on identifying a qualified substitute to meet with the students at the scheduled date and time in place of the absent faculty member. The department chair, in collaboration with the dean, will ensure that the contact hour obligations are met by securing substitute faculty when needed. There is flexibility with class cancellations without needing a substitute instructor, but chairs should confirm with their deans if a sub is needed.

The Vice President of Academic Affairs and the Academic Data Specialist will provide the department chairs with access to the [Minimum Contact Hours](#) spreadsheet in SharePoint each semester. This spreadsheet will be updated each semester and is a tool to help department chairs and deans track class cancellations for their departments/divisions while ensuring the minimum contact hours are met for the semester. If as a department chair you are informed that a faculty member will miss a class, you can check the spreadsheet to determine if cancelling the session will be okay or if you will need to find a qualified substitute instructor.

## Budget Planning

While budget development and planning are the responsibility of the division dean, they may rely on department chairs to provide them with critical information on department needs. Department chairs may be asked to include “budgetary needs” on their department meeting agendas and report back to the dean the information they gather from those meetings. Deans might also schedule budget discussion meetings with their department chairs to review current budget expenditures and plan for the next fiscal year as well. The department chair perspective is valuable in budget planning.

## Communicating with students, faculty, and other employees

Department chairs serve as the liaison between their department faculty and administration, students, and staff. There may be occasions when department chairs will be asked to meet to discuss an issue or concern regarding a faculty member. The more common requests come from students who wish to meet with someone other than their faculty member to discuss their class or instructor. As a department chair you may be contacted by a counselor or the dean to meet with the student. Ideally, the department chair can help answer the student’s questions, follow-up with their faculty colleagues and resolve the issue, concern, or question. If the department chair is unable to resolve the issue or concern for the student, the department chair should refer the student to the division dean next. We recommend students follow the communication chain of faculty > department chair > dean.

Additionally, department chairs may be contacted by parents of students requesting information regarding their status in the course. Please be sure to follow the Family Educational Rights and Privacy Act (FERPA) guidelines when it comes to student records. Below are some key FERPA reminders. For more information visit the [U.S. Department of Education Family Educational Rights and Privacy Act](#) website.

It is also important to note that if a student submits an [Authorization to Release Information](#) form to admissions and records and grants their parent or spouse permission to their information, then we can speak to them about the student. However, this form grants them permission to receive information but does not require the department chair or faculty to do so. The department chair and/or faculty member can choose to only speak directly to the student.

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**Article 13: Department Chairs**

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**13.1 Department Chairs**

The number and designation, creation, rearrangement, and deletion of Department Chairs shall be established by the District.

13.1.A. The Department Chair will be a faculty member nominated at an advertised department meeting and elected by secret ballot. Voting may occur via one of two methods at the discretion of the Department and as decided at the nomination meeting:

- Option One will be to vote by secret ballot at a subsequent advertised department meeting by those present at the meeting.
- Option Two will be to vote by secret ballot over the span of an announced one-week period where the ballots are submitted by the double envelope signed secret ballot method.

In both Option One and Option Two voting shall be done by contract and non-contract faculty members of the department. Managers shall not be in attendance, or involved in, this process. Notice of both meetings shall be at least one week (7 calendar days) prior to advertised meetings regarding the nomination or election of a Department Chair. The Department Chair is subject to approval by the College President. In the event the College President fails to approve the elected chair, the department faculty will submit another name for approval to the College President. In the event the department members decline or fail to select a Department Chair, the Dean/immediate supervisor shall recommend a faculty member to the College President. Any faculty member so recommended may refuse to serve as Department Chair.

13.1.B. A Department Chair will serve a term of two (2) years. Leaves of absence (e.g., sabbatical leave, parental leave) shall not pause or extend the two-year term. In the case of protected leave (e.g., Family and Medical Leave, Pregnancy Disability Leave), the chair shall continue to receive any additional pay described in this Article during the period of the leave.

13.1.B.(1) For leaves of a semester or more, a temporary replacement Department Chair will be elected following steps stated in Section 13.1.A. above. The term of the replacement Department Chair shall be for the duration of the leave or until the end of the current term of the Department Chair assignment, whichever is shorter.

13.1.B.(2) For leaves of less than a semester, the Department Chair and Dean will work together to determine whether a temporary replacement is necessary to cover specific tasks requiring timely completion by a faculty member. Duties may be assigned by mutual agreement to one or more faculty members in the department. The number of hours to be paid shall correspond to the specific tasks and shall be determined by mutual agreement of the Dean and faculty member(s).

13.1.C. A department may be composed of one or more disciplines. All faculty members will be assigned to a department by the appropriate College Vice President. Proposals to form or modify departments may originate either from discipline faculty or by administrative initiative.

13.1.D. At the end of the first year of the Department Chair's two (2) year term, the Department Chair shall be evaluated by the Dean/immediate supervisor, and by faculty members in the department,

using the criteria listed in Section 13.1.I. on Form C3 in Appendix D. Evaluations of Department Chairs will be submitted for review to the appropriate College Vice President who will make recommendation to the College President.

13.1.E. A Department Chair may be removed from the assignment by the College President for unsatisfactory performance, budget considerations, or at the written request of a majority of the contract and non-contract department members.

13.1.F. Reassigned time shall be computed using an average of the total number of faculty assigned at census date in Fall and Spring semester of the previous academic year. The total number of faculty shall be calculated as the sum of 1 FTEF for each full-time tenured contract employee regardless of reassigned time for any full-time employee (but for full-time contract employees assigned to more than one discipline, their load shall be pro-rated in this calculation to that which is relevant to the Department assigned) and 0.2 for each hourly faculty member (regardless of each individual work offer/assignment).

If there is significant change to the size of the department due to a college reorganization of departments, the release time will be recalculated using the previous academic year's census data for the new combination of disciplines in the department.

13.1.F.(1) Full-time faculty will receive reassigned time for Department Chair duties based on the table below.

Reassigned Time Based on FTEF		
Lower Range	Upper Range	FTEF Release Time
0	3.0	0.2
3.1	6.0	0.3
6.1	9.0	0.4
9.1	12.0	0.5
12.1	15.0	0.6
15.1	18.0	0.7
18.1	Or More	0.8

Part-time faculty who serve in a Department Chair capacity will receive the equivalent load of reassigned time listed above. In the event the Department Chair reassigned time due a part-time faculty member elected to the position exceeds the maximum currently allowed by Education Code §87482.5, an Assistant Chair may be elected to share the duties of the Chair and shall be entitled to a pro-rata share of reassigned time as defined in Section 13.1.H.

**13.1.F.(2) Monthly Salary Differential**

A monthly salary differential of \$275 for a total of ten months will be paid to each Department Chair who qualifies for any reassigned time for the assignment of a Department Chair. This salary differential shall be added to the contract faculty member's regular salary for STRS purposes if allowed by STRS.

- 13.1.F.(3) Hourly pay to participate in, and coordinate evaluation of, and interface with, hourly faculty.

For every hourly faculty member in the department determined by the average of the number of hourly faculty members at the end of the previous academic year's Fall and Spring terms, the Department Chair shall be paid a total for the year of one hour of pay at the appropriate hourly rate.

- 13.1.F.(4) **Additional Weeks of Employment per year**

Department Chairs will be granted one additional week of employment per year to be jointly scheduled by the Dean/immediate supervisor and the Department Chair. If the Department Chair is granted .6 or greater reassigned time pursuant to this provision, then that Department Chair also shall be granted an additional one week of employment per year (for a total of two additional weeks of employment) to be jointly scheduled by the Dean/immediate supervisor and the Department Chair. If a department has 20 FTEF or more faculty over the previous year's Fall and Spring terms, then the Department Chair will be granted two additional weeks of employment per year (for a total of three additional weeks of employment) to be jointly scheduled by the Dean/immediate supervisor and the Department Chair. Additional weeks shall be added to the contract faculty member's regular salary for STRS purposes if allowed by STRS.

- 13.1.G. All Department Chairs who have not served as a Department Chair nor received Chair orientation during the last two (2) years shall be required to participate in Department Chair orientation not to exceed two (2) hours. Said orientation shall be jointly held by the Federation and management.

- 13.1.G.(1) When possible, it is preferred that outgoing Department Chairs will provide mentorship to incoming Department Chairs.

- 13.1.H. At the request of a duly elected Department Chair, the department may elect an Assistant Chair or Co-Chair, in accordance with the procedures set forth in Section 13.1.A, to share the departmental duties of the chair. The Assistant Chair or Co-Chair is subject to approval by the College President.

- 13.1.H.(1) An Assistant Chair, or Co-Chair, elected under this subsection will be appointed for a term of one year, not to exceed the term of the duly elected Department Chair. The Assistant Chair or Co-Chair shall assist the Department Chair in the performance of their duties.

- 13.1.H.(2) An Assistant Chair, or Co-Chair, assigned to perform faculty evaluations and orientations shall be entitled to a pro-rata share of the hourly pay to which the Department Chair is entitled under section 13.1.F(3).

- 13.1.H.(3) An Assistant Chair, or Co-Chair, assigned to the Department Chair with duties other than evaluation shall receive a pro-rata share of the release time calculated in Section 13.1.F.(1) that would have been provided to the Department Chair.

13.1.I. The Department Chair shall provide leadership to the department and shall assist the Dean/immediate supervisor in duties such as:

- 1) Recruiting, selecting, and orienting new faculty and classified employees who will be assigned to the department.
- 2) Developing the department's instructional/non-instructional schedule.
- 3) Developing and revising curriculum, including course outlines and course and catalog descriptions.
- 4) Evaluating faculty in the department.
- 5) Planning and facilitating department meetings, including ensuring the preparation and distribution of minutes.
- 6) Communicating with students, faculty, and other employees.
- 7) Representing and serving as liaison/advocate for, the department within the College/District.
- 8) Facilitating processes for program review and student learning outcomes/service unit outcomes assessment.
- 9) Suggesting substitute classroom and non-classroom assignments as needed.
- 10) Participating in the department's budget process.
- 11) Coordinating the review of requisite challenges or course placement exams.
- 12) Demonstrating sensitivity in working with students of diverse racial, ethnic, and cultural backgrounds; sex, gender, and sexual orientation; age, socioeconomic status, language, and veteran status; religion, political perspective and lifestyles; as well as physical and mental abilities.

### **13.2 Coordinators**

In departments with a Coordinator, including but not limited to, DSPS, EOPS, Athletics, Library, Nursing, Career Center, Transfer Center and Off-Campus Programs, the Coordinator shall function similarly to a Department Chair. However, a Coordinator is assigned to oversee specialized programs or clusters of programs, and is compensated differently than Department Chairs. All other departments will have a Department Chair. The duties of a faculty Coordinator shall be determined and assigned by the District and immediate supervisor. In some departments, such as Athletics, the Coordinator may be referred to as Director.

The Coordinator shall provide leadership to the department and shall assist the Dean/immediate supervisor in duties such as:

- 1) Recruiting, selecting, and orienting new faculty and classified employees who will be assigned to the department.
- 2) Developing the department's instructional/non-instructional schedule.
- 3) Developing and revising curriculum, including course outlines and course and catalog descriptions.
- 4) Evaluating faculty in the department.
- 5) Planning and facilitating department meetings, including ensuring the preparation and distribution of minutes.
- 6) Communicating with students, faculty, and other employees.
- 7) Representing and serving as liaison/advocate for, the department within the College/District.

- 8) Facilitating processes for program review and student learning outcomes/service unit outcomes assessment.
- 9) Suggesting substitute classroom and non-classroom assignments as needed.
- 10) Participating in the department's budget process.
- 11) Coordinating the review of requisite challenges or course placement exams.
- 12) Demonstrating sensitivity in working with students of diverse racial, ethnic, and cultural backgrounds; sex, gender, and sexual orientation; age, socioeconomic status, language, and veteran status; religion, political perspective and lifestyles; as well as physical and mental abilities.

13.2.B. Coordinators will be evaluated following the same evaluation process and timelines established in Articles 11 and 12 using the appropriate faculty evaluation form and Form C3 in Appendix D.

### **13.3 Facilitators**

The number and designation of Facilitators shall be established by the College President. The duties of a Facilitator shall be determined and assigned by the immediate supervisor. All Facilitator positions will be advertised at the College at least ten (10) working days prior to selection. The appropriate manager shall interview qualified applicants and make a recommendation to the College President.

Exceptions to the above shall be made for facilitator hours related to the following assignments:

- EOPS Counselor/Coordinator
- Disabled Student Programs and Services (DSPS)
- Student Health Services Coordinator

13.3.A. A Facilitator differs from a Department Chair in that the former is responsible for such things as a facility, activities, programs, special functions, events, or campus services. A Facilitator does not participate in the evaluation of faculty.

13.3.B. The extra duties of a facilitator shall be compensated at the appropriate established non-contract hourly rate.

13.3.C. Contract or non-contract faculty members serving as facilitators may have additional hourly assignments in combination with the facilitator assignment as specified in Section 5.6.B.

13.3.D. Non-contract faculty shall continue to accrue non-contract longevity during their service as facilitator.



(ii) One committee summary/overall performance evaluation rating of “Needs Improvement” or “Unsatisfactory.”

(iii) One committee summary/overall performance evaluation which includes a combination of any two ratings below Satisfactory.

5.6.C.(4)d. Preferred status, or lack thereof, at one college shall not impact Preferred status at another college. Evaluation at one college shall not impact Preferred status at another college.

5.6.C.(4)e. The District will use best efforts to ensure that at least 20% of the non-contract faculty in each division at each college are on the “preferred” list every semester.

**5.6.C.(5) Short Courses**

Load for non-contract assignments shorter than a semester shall be calculated by dividing the total number of hours assigned for the semester by seventeen (17) and rounding to the nearest half hour. (Total number of hours for a classroom assignment is determined by multiplying the number of hours assigned per week by the number of weeks a course is scheduled as indicated in the schedule of classes).

**5.6.D. Non-Contract Assignment Procedures**

5.6.D.(1) If classes/hours are available, non-contract assignments shall be made in the following order (a. through f.) unless Distance Education classes are required to provide the previously assigned load (as defined below). Faculty who submit a late ARF shall be eligible to be considered for assignment in the following order if their ARF is received prior to the start of scheduling. Failure to submit an ARF, or submitting an ARF after scheduling has begun, may result in scheduling at a lower priority. A faculty member must be on the District DE Certification List to be considered for assignment to a Distance Education class.

- a. Full-time faculty teaching extra-hourly and non-contract faculty on a college’s Preferred List will be assigned their previously assigned loads in longevity order.
- b. Full-time faculty requesting new extra-hourly assignments.
- c. Other non-contract faculty members on the longevity list with previously assigned loads (PAL) will be given their PAL in longevity order.
- d. Priority for increased loads shall be considered in the order indicated in (a.) – (c.) above.
- e. Faculty on the pre-longevity list or newly-hired faculty.
- f. When qualified new non-contract faculty members are not available, an intern may be hired. An intern may not be hired for more than four (4) semesters. An intern may accrue service credit to get on the longevity list; however, they must complete four (4) semesters of teaching experience (as an intern or non-contract

faculty member) and be hired as a non-contract faculty member according to the VCCCD hiring procedures in order to be added to the longevity list. Intern service experience will not count toward longevity.

- 5.6.D.(2) When two (2) or more faculty are tied in terms of longevity, the tiebreaker procedures in Appendix I shall be used.
- 5.6.D.(3) The Department Chair/Coordinator will consult with the Dean/immediate supervisor prior to any non-contract assignments being recommended. All reasonable effort will be made to accommodate non-contract assignment requests regarding time(s), day(s), location(s), modality(ies), and course(s).
  - 5.6.D.(3)a. If the Department Chair/Coordinator and Dean/immediate supervisor do not agree as to whether to give a particular assignment to the faculty member, the appropriate College Vice President will determine assignment.
  - 5.6.D.(3)b. If a faculty member is dissatisfied with their assignment, the appropriate College Vice President will determine the assignment.
- 5.6.D.(4) If it is necessary to give a faculty member an assignment in excess of their PAL in order to provide a full PAL for that faculty member, this assignment shall be considered an incidental increase in assignment.
  - 5.6.D.(4)a. The assignment may be made without a faculty member's request for an increased assignment listed on the ARF if the sole purpose is to provide a full PAL assignment for that faculty member.
  - 5.6.D.(4)b. This incidental increase shall not be considered a violation of the other faculty members' priority rights for assignment under Section 5.6.D(1). and shall not be considered as a request for an increase as outlined in Section 5.6.D.(1)d.
- 5.6.D.(5) **Assignment Request Forms**
  - 5.6.D.(5)a. To receive an assignment for a subsequent semester, a faculty member, retiree, or manager must submit an Assignment Request Form (ARF) for that semester to the Human Resources Department. An ARF may be submitted electronically or as an email attachment to the ARF email address in Human Resources. Return receipt of this email shall be proof of submission.
  - 5.6.D.(5)b. If requesting assignments in more than one (1) division/college, the faculty member must submit a separate completed ARF for each division/college.
  - 5.6.D.(5)c. ARFs will be available online in the Portal (MyVCCCD) and through the District's HR Tools forms listing.

## Appendix C

Below is a snapshot of the excel template and includes a few instructions on how to make changes. Remember that you will receive a copy of the whole division's schedule and you can sort the data to only list the disciplines in your department - note the "flyout" where the disciplines are listed and you can unselect the ones that are not in your department.

When making changes you will need to add a row below the CRN you are changing/revising. Add the requested changes under the appropriate columns. Changes should be made with red font to stand out from the rest of the schedule. If you have any questions please check-in with your dean.

	Disc	Cours	CRN	Title	A	M	Mtg	Enrl Act	Enrl Max	Wtl Act	Wtl Max	Room	Start	End	Begin	End3	Days	Days2	Instructor
2	ANTH			thropology	P	3	25				A	ZOOM	8/12/22	12/15/22	9:30	10:45	T	R	Melidonis,A
3	ANTH	Sort		thropology	L	3	15				A	AA-101	8/12/22	12/15/22	13:00	14:15	T	R	Kamaila,L
4																			
5	ANTH			thropology	L						A	TBA	8/12/22	12/15/22	0 HRS	WK ARR			Kamaila,L
6	ANTH			thropology	L	3	29				A	PAB-AUD	8/12/22	12/15/22	9:30	10:45	T	R	Melidonis,A
7	ANTH			thropology	Q		13				A	WEB	8/12/22	10/14/22	6 HRS	WK ARR			Kamaila,L
8	ANTH			thropology	Q		82				A	WEB	10/17/22	12/15/22	6 HRS	WK ARR			Melidonis,A
9	ANTH			Anthropology	L	3	1				A	PAB-AUD	8/12/22	12/15/22	9:30	10:45	T	R	Melidonis,A
10	ANTH			thropology Lab	Q		27				A	WEB	10/17/22	12/15/22	6 HRS	WK ARR			Kamaila,L
11	ANTH			thropology Lab	Q	1	12				A	LA-10	9/27/22	12/15/22	11:00	12:15	T		Kamaila,L
12	ANTH			thropology Lab	Q						A	WEB	9/27/22	12/15/22	3 HRS	WK ARR			Kamaila,L
13	ANTH			Anthropology	Q		70				A	WEB	8/12/22	12/15/22	3 HRS	WK ARR			Melidonis,A
14	ANTH			Anthropology	Q		44				A	WEB	10/17/22	12/15/22	6 HRS	WK ARR			Melidonis,A
15	ANTH			mericans	Q		52				A	WEB	10/17/22	12/15/22	6 HRS	WK ARR			Kamaila,L
16	ANTH			aft & Religion	Q		66				A	WEB	10/17/22	12/15/22	6 HRS	WK ARR			Melidonis,A
17	ANTH			itchcraft Relig	Q		14				A	WEB	10/17/22	12/15/22	6 HRS	WK ARR			Melidonis,A
18	ANTH			ld Culture	Q		9				A	WEB	10/17/22	12/15/22	6 HRS	WK ARR			Kamaila,L
19	ANTH			uman Values	Q		14				A	PAB-AUD	8/16/22	10/14/22	11:00	12:15	T		Melidonis,A
20	ANTH			uman Values	Q						A	WEB	8/16/22	10/14/22	4.5 HRS	WK ARR			Melidonis,A
21	ANTH			uman Values	Q		22				A	ZOOM	8/16/22	10/14/22	11:00	12:15	T		Melidonis,A
22	ANTH			uman Values	Q						A	WEB	8/16/22	10/14/22	4.5 HRS	WK ARR			Melidonis,A
23	ANTH			Introduction to Forensic Science	Q		51				A	WEB	10/17/22	12/15/22	6 HRS	WK ARR			Melidonis,A

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Article 11: Tenure

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**11.1 Tenure Review of Probationary Faculty**

11.1.A. **Process.** The tenure review process should ensure that students have access to the most knowledgeable, talented, creative, and student-oriented faculty available. To that end, an up to four-year probationary period provides sufficient time for contract employees to understand the expectations for tenure, to develop the skills and acquire the experience to participate successfully in the educational process, and to use the District's and other resources for professional growth. The process should promote professionalism and enhance academic growth by providing a useful assessment of performance, using clear evaluation criteria.

11.1.B. **Criteria:** The criteria upon which probationary faculty members will be evaluated are as follows:

**11.1.B.(1) Students**

- a. Willingness and availability to assist students.
- b. Engages students in lesson(s) taught.
- c. Stimulates student performance in fair and pedagogically sound ways.
- d. Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following:
  - i) Race, ethnicity, cultural background, sex, gender, sexual orientation, age, socioeconomic status, language, veteran status, religion, political perspective, or lifestyle.
  - ii) Variety of learning styles.
  - iii) Student goals and aspirations.
  - iv) The needs of students with physical and/or learning disabilities.
  - v) Resolution of problems between faculty member and student.
  - vi) Understanding and utilizing student support services.
  - vii) Concern for student welfare.

**11.1.B.(2) Classroom Assignment**

- a. Knowledge of subject matter.
- b. Awareness of current developments and research in the discipline/field of study.
- c. Demonstration of effective communication with students.
- d. Effective use of varied teaching methods appropriate to the subject matter.
- e. Appropriate testing and measurement of student progress.
- f. Communication with students with clear identification of course goals, objectives, and student performance expectations.

- g. Evidence of course objectives being met in accordance with approved Course Outline(s) of Record (COR) being taught.
- h. Uses class time effectively.
- i. Voice and delivery are clear and understandable.
- j. Paces class time effectively and in accordance with the majority of students' abilities.

**11.1.B.(3) Non-Classroom Assignment (Librarians, Counselors, and Special Assignments)**

- a. Resolution of problems between faculty member and student.
- b. Understanding and making referrals to appropriate student support services/resources and following up on referrals, as appropriate.
- c. Knowledge and appropriate utilization of campus/community resources.
- d. Knowledge of area of expertise.
- e. Awareness of current developments and research in discipline/field of study.
- f. Demonstration of effective communication with students.
- g. Effective use of methods appropriate to area of assignment.
- h. Communication with students with clear identification of goals, objectives, and student performance expectations (when appropriate).
- i. Presents information/directions to students in a clear and organized way.
- j. Advisement methods and techniques utilized are effective.
- k. Demonstrates knowledge of currency in information literacy instruction, research methods, and appropriate information resources.
- l. Evidence of program objectives being met.

**11.1.B.(4) Professional Responsibilities Evaluation**

- a. Active participation in institutional governance as outlined in Sections 5.4.B.(3) and 5.5.D.
- b. Maintenance of ethical standards such as outlined in the AAUP Ethical Standards Statement and other discipline-specific commonly accepted ethical/professional standards, if warranted.
- c. Recognition and adherence to the principles of academic freedom as outlined in the AAUP Academic Freedom Statement.
- d. Work in a constructive manner to foster a collegial atmosphere among faculty and students.
- e. Demonstration of willingness to advocate for faculty and student rights.

- f. Demonstration of commitment to and enthusiasm for the profession.
- g. Maintenance of class and office hours as scheduled; accurate collection and reporting of records, census data, and other documentation in a timely manner.

11.1.C. **Evaluation Components:** Probationary faculty evaluation shall be comprised of the following components:

11.1.C.(1) **Records Evaluation**

- 11.1.C.(1)a. **For Classroom Evaluations:** The Tenure Review Committee (hereafter referred to as the “Committee”) shall assess the teaching candidate’s classroom records such as syllabus, handouts, tests, and/or assignments and grading criteria. This assessment shall be within the bounds of professional ethics and academic freedom.
- 11.1.C.(1)b. **For Non-Classroom Evaluations:** The Committee shall assess the counselor/librarian candidate’s maintenance of appropriate documentation or (for librarians) public and technical services proficiencies. This assessment shall be within the bounds of professional ethics and academic freedom.
- 11.1.C.(1)c. The candidate will submit the records as described above to the Committee Co-Chairs to be kept for placement in an evaluation portfolio that may be added to during the tenure process.

11.1.C.(2) **Professional Responsibilities Evaluation**

- 11.1.C.(2)a. The Committee shall assess the candidate’s commitment to professional development activities, such as conference/workshop attendance, staff development participation, professional association memberships, scholarly publications, research, etc.
- 11.1.C.(2)b. The Committee shall assess the candidate’s participation in institutional governance as outlined in Sections 5.4.B.(3) and 5.5.D.
- 11.1.C.(2)c. The candidate shall submit to the Committee Chair a written report of their professional development activities.
- 11.1.C.(2)d. The candidate’s report will be kept in the evaluation portfolio.

11.1.C.(3) **Appraisal**

- 11.1.C.(3)a. The candidate shall evaluate on Form A1 their performance in respect to the evaluation criteria stated in Section 11.1.B.
- 11.1.C.(3)b. The candidate shall indicate areas of personal strengths.
- 11.1.C.(3)c. The candidate shall respond in writing to any written recommendations made by the Committee by developing a plan to correct their areas of deficiency.

**11.1.C.(4) Evaluation of Performance in Primary Area of Assignment**

- 11.1.C.(4)a. Evaluation of performance shall consist of a minimum of three (3) separate observations. An observation means a designated time regardless of the number of peers observing.
- 11.1.C.(4)b. Preferably, observations will be with two (2) Committee members evaluating at a time during the same observation but an initial observation will be by two (2) members of the Committee.
- 11.1.C.(4)c. The candidate will receive at least one (1) week's notice prior to all observations
- 11.1.C.(4)d. The candidate shall provide any relevant supporting materials (e.g., lesson plans, handouts, etc.) to the observers at least one (1) day prior to a the observation.
- 11.1.C.(4)e. Observations shall follow all guidelines in Section 12.3.D of this agreement.

**11.1.C.(5) Student Evaluation of Performance**

- 11.1.C.(5)a. Student evaluations shall be coordinated by the Dean or their designee with standardized instructions to students.
- 11.1.C.(5)b. Student evaluations of classroom faculty shall be administered to a minimum of 3 classes of the evaluatee per semester.
- 11.1.C.(5)c. For counselors or librarians, a minimum of 30 student evaluations shall be administered.
- 11.1.C.(5)d. Completed student evaluations shall be maintained in a confidential manner. A student evaluation summary will be submitted to the Tenure Review Committee.

**11.1.D. Committee**

**11.1.D.(1) Composition:** The Committee shall be composed of the following members:

- a. Two (2) campus faculty members from the candidate's discipline (if available), one (1) selected by the Department Chair and one (1) selected by the Dean. At a minimum, one (1) of these two (2) members should be from the candidate's hiring committee, if possible.
  - i) If there are not a sufficient number of faculty available in the candidate's discipline, faculty from a related discipline at the college shall be appointed to the Committee.
  - ii) If there are not a sufficient number of faculty available in a related discipline at the College, faculty in the discipline or a related discipline from another District college shall be appointed.



- b. One (1) faculty member selected by the Department Chair from another discipline.
- c. One (1) faculty member selected by the candidate from the candidate's division. This faculty member may, but need not, be from the candidate's discipline.
- d. The current Dean of the faculty member's assignment.

**11.1.D.(2) Committee Appointment**

- 11.1.D.(2)a. Once the Committee members in Section 11.1.D.(1) have been selected, the Committee composition shall be provided in writing to the College President and College Academic Senate President for approval. Upon receipt of approval, the Dean shall then convene the Committee.
- 11.1.D.(2)b. The candidate must select their Committee member in Section 11.1.D.(1)(c) by the end of the fourth week of the Fall semester. If the candidate does not choose a Committee member in the designated time, one will be chosen by the Tenure Review Committee.
- 11.1.D.(2)c. The Co-Chairs of the Committee shall be the Dean and a faculty member elected by the faculty members on the Committee. The Co-Chairs will confer to delineate responsibilities.
- 11.1.D.(2)d. Committee members shall serve for the duration of the candidate's probationary period. Replacement Committee members shall be appointed by the Committee Co-Chairs, when necessary. If during the tenure review process a college reorganization occurs, the composition of the Tenure Review Committee shall remain in effect to the extent practicable, in order to provide the greatest continuity and support for the tenure candidate. If a retirement, resignation, death, or other similar event occurs during the tenure review process, replacement Committee members shall come from the most appropriate and logical areas respective to the organization of the college at the time of the Committee vacancy and approved by the Co-Chairs. Committee member resignations must be submitted, signed, and in writing to the College President.
  - i) In the event a Committee member is unable to complete their Tenure Review Committee commitment due to long-term absence, the replacement Committee member shall remain on the Committee for the duration of the tenure process, unless the tenure candidate has agreed in advance to allow the absent Committee member to serve, if able, upon their return.
- 11.1.D.(2)e. Other than the Committee Co-Chairs, the candidate shall have the right to remove one (1) Committee member during the probationary period. If the candidate removes a Committee member, a replacement Committee member shall be appointed from the same constituency. Should the

candidate wish to remove a Committee Co-Chair from the Committee, rationale must be provided in writing to and approved by the College President who shall in turn provide a written explanation and a face-to-face meeting upon written request, explaining their confirmation or rejection of the candidate's request.

- 11.1.D.(2)f. The Committee members have the right to fully discuss their professional judgment of the candidate's strengths and weaknesses during the Tenure Review Committee meetings in a confidential setting. All individuals involved shall maintain the confidentiality of the evaluation process and sign a statement to that effect. All information gathered or reports generated as part of the evaluation shall be treated confidentially. Committee members shall enjoy all of the protections afforded those who participate in a statutory evaluation process, including but not limited to, the qualified privileges associated with defamation as described in Evidence Code Section 411. Concerns regarding confidentiality must be reported to the appropriate College Vice President. If there is no resolution, the Committee should address its concerns to the President. The College President will determine whether a re-evaluation is necessary.

**11.1.E. *Steps of Tenure Review Process***

Meetings must only occur with all Committee members attending in real-time communication, and any exceptions must be approved by a majority of the Committee. The only record of such meetings shall be the appropriate evaluation documentation (e.g., A1, A3, A4, etc.). At any time, the evaluatee may request a convening of the Committee or additional meetings.

The steps of the tenure review process are as follows:

- (1) An orientation meeting of the Committee members.
- (2) A meeting of the Committee and candidate, reviewing evaluation criteria, evaluation process, and timelines.
- (3) At a minimum, three (3) site visitations of the candidate. Following each site visitation there shall be a Committee meeting where those who visited present formal written evaluations of the candidate's performance during each visitation. There should be a minimum of one (1) week in between visitations. Ideally, subsequent visitations should not occur prior to a Committee meeting. Whenever two (2) or more Committee members are in attendance at an evaluatee's site visitation, the two Committee members shall act independent of each other in the development of their evaluations.
- (4) A Committee meeting without the candidate to determine a recommendation for the candidate's subsequent contract status.

- (5) A Committee meeting with the candidate to recognize meritorious performance, discuss Committee recommendations and, if appropriate, to recommend a course of action for correcting deficiencies.
  - a. The Committee shall submit its recommendation for the candidate's subsequent contract status to the appropriate Vice President and College President. The College President shall review all materials and make a recommendation for the candidate's subsequent contract status to the Committee. If the recommendations differ, the President shall explain in writing why their recommendation differs and the Committee and the President shall meet and attempt to resolve the differences. If no resolution is reached, the recommendations of both the Committee and President shall be forwarded to the Governing Board in writing.
  - b. Until a candidate is tenured or terminated, the President shall each year forward the Tenure Review Committee reports and recommendations to the Governing Board.

**11.2 Evaluation Process Timeline.** Except as provided in other sections of the Agreement, the following timelines shall be followed whenever possible. Because the evaluation process is a critical part of the tenure decision, failure to follow prescribed evaluation timelines should be a rare exception. Whenever possible, any deviation shall be documented and mutually agreed upon by the Committee and evaluatee.

**11.2.A. Fall Hires**

11.2.A.(1) The Tenure Review Committee process will be followed each year during the evaluation period until final recommendation is made. The first date in the timeline below begins with the first week of instruction and ends with the last day of Finals Week.

**Weeks 1 - 6**

- An orientation meeting of the Committee will be convened by the Dean.
- A meeting of the Committee and candidate shall be held.

**Weeks 4 – 12**

- Student evaluations will be conducted and evaluations and summaries of the results will be provided to the Committee Co-Chairs.
- The candidate will submit classroom records and professional activities documentation to the Committee Co-Chairs.
- The candidate's self-evaluation will be completed and submitted to the Committee Co-Chairs.

**Weeks 7 – 12**

- Classroom/non-classroom assignment observations shall be made.

- Committee site meetings will be held with the candidate to discuss each evaluation observation and to make suggestions for specific improvements.
- As stipulated in Section 11.1.E.(3), enough time shall elapse between observations for the candidate to reflect upon and incorporate the comments and suggestions made by the Committee members during observations.
- Professional responsibilities evaluation will begin.

**Weeks 13 – 15**

- The Committee will meet to evaluate the candidate's performance in all criteria areas. The candidate or the Committee may request additional input; this additional input will be limited to another peer classroom/non-classroom assignment observation, further discussion with the candidate, and/or the request for additional records/documents.
- The Committee will meet without the candidate to decide if the candidate has met the evaluation criteria and, if appropriate, to recommend a specific course of action to help improve the candidate's performance, if necessary.
- The Committee will meet with the candidate to communicate its recommendation.

**Weeks 16 – 18**

- The Committee will submit its employment recommendation on Form C2, along with the candidate's portfolio, to the appropriate Vice President and College President.

**No Later than January 15<sup>th</sup>**

- The President will communicate to the Committee their recommendation in writing and if the President and the Committee's recommendations differ, the provisions of Section 11.1.E.(5)a shall occur.

11.2.A.(2) If a Tenure Review Committee does not complete the evaluation process listed in Section 11.2.A.(1) or a protected leave listed in Article 8 of this Agreement of an evaluatee in the Fall term prevents the evaluation process listed in Section 11.2.A, then the tenure review process will be suspended until the subsequent Fall term.

**11.2.B. Spring Hires**

11.2.B.(1) During the first two (2) weeks of the Spring semester, the Co-Chairs will meet with the candidate to explain the tenure process for mid-year hires and the Committee shall be selected.

11.2.B.(2) During the Spring semester there will be one (1) classroom observation by two (2) Committee members of the Tenure Committee.

(1) Student evaluations will be administered to a minimum of three (3) classes per semester during the 4th to 12th weeks of the Spring semester. For counselors or librarians, a minimum of 30 student evaluations shall be administered. At the beginning of the next Fall semester, the timeline as specified in Section 11.2.A will be

followed with the exception that there will be one (1) fewer observation required under Section 11.1.C.(4)(a). Thereafter, the Fall hires timeline will be followed.

**11.3 Consideration of Input from Outside of the Formal Evaluation Process**

11.3.A. Complaints involving the tenure candidate that fall outside the formal evaluation process shall be investigated by the appropriate authority (Title IX, HR, etc.). At the conclusion of the investigation, if the complaint has been substantiated, the Committee will be informed of the outcome of the complaint, to the extent allowable by law. Unsubstantiated complaints, concerns, commendations, and verbal un-written complaints will be disregarded.

11.3.B. The candidate has the right to respond to any and all input which the Committee is weighing as part of the evaluation process. The President will consider candidate responses submitted prior to the submission of the President's recommendation.

**11.4 Committee Service.** The Committee members may count time served on the Committee as service under Sections 5.4.B.(3) and 5.5.D.

**11.5. Documentation of Process**

11.5.A. To properly document the evaluation process, the following standardized District forms should be used:

- (1) Faculty Self-Appraisal Report for Full/Part-Time Faculty (Form A1)
- (2) Administrator and Peer Evaluation Form for Faculty (Form A2)
- (3) Student Evaluation of Teaching Effectiveness, or Student Evaluation of Counselor/Librarian Effectiveness (Form B1 or B2)
- (4) Student Evaluation Summary Form
- (5) Tenure Review Committee Employment Recommendation for Probationary, Non-Tenured Faculty Form (Form C2)
- (6) President's Summary Evaluation Report (Form C4)

11.5.B. All completed forms will be held in the candidate's portfolio.

**11.6 Evaluation Assessment**

11.6.A. **Evaluation of the Candidate.** Evaluation of the candidate should be based solely upon the procedures in this Agreement.

11.6.B. **Evaluation Consideration.** Evaluation consideration should be as objective and quantifiable as possible.

11.6.B.(1) The Committee must have written justification and documentation of a decision not to grant tenure.

11.6.B.(2) Recommendation to grant or not to grant tenure must be by majority vote of the Committee. Said vote may be made at any time during the probationary period. Failure to secure a recommendation to grant tenure in fewer than four (4) years shall not harm the candidate.

- 11.6.B.(3) A Committee's recommendation of "Needs Improvement" in the first, second, or third year does not automatically constitute a decision to deny tenure.
- 11.6.B.(4) **Criteria for Employment Recommendation**
  - 11.6.B.(4)a. Not to rehire: Candidate's performance is unsatisfactory and continued employment is not recommended.
  - 11.6.B.(4)b. To grant 2<sup>nd</sup> or 3<sup>rd</sup> probationary contract: Candidate needs to work further to develop skills and gain more experience before being considered for tenure.
  - 11.6.B.(4)c. Grant tenure during the 1<sup>st</sup> or 2<sup>nd</sup> contract: Candidate is exceptionally strong in all areas of the evaluation criteria, so that a continued period of probation would be unnecessary.
  - 11.6.B.(4)d. To grant tenure during the 3<sup>rd</sup> contract: Candidate has demonstrated exceptionally strong professional growth or abilities in all areas of the evaluation criteria and has already demonstrated being an asset to the institution so that a further continued probationary period would be superfluous.
  - 11.6.B.(4)e. To grant tenure after the 3<sup>rd</sup> contract: Candidate has demonstrated continual professional growth, has progressed appreciably, has made contributions to the College and community-at-large, and would be a lasting asset to the institution.
- 11.6.B.(5) **Difference in Criteria Weighting for First, Second, and Third Contracts** (see Appendix D2: For Tenure Review of Probationary Faculty)
  - 11.6.B.(5)a. For 1<sup>st</sup> and 2<sup>nd</sup> contract: All criteria considered, with the primary assignment criteria the most important.
  - 11.6.B.(5)b. For 3<sup>rd</sup> contract: All criteria considered, with candidate expected to be fully-participating member of campus community.
- 11.6.B.(6) If a faculty member receives a "Needs Improvement" or an "Unsatisfactory" evaluation from a majority of the evaluators on the summary/overall evaluation form, the Evaluation Committee shall provide him/her with a written Improvement Plan that specifies what the candidate must do to receive a "Satisfactory" on the subsequent term's follow-up evaluation. The Improvement Plan must be reasonable and measurable, i.e., the terms and conditions established by the plan must be achievable and progress towards objectives that can be tracked with tangible evidence. The follow-up evaluation must be conducted the following regular term, but not until at least two (2) months have elapsed from the date of the meeting at which the evaluatee received the Improvement Plan from the Evaluation Committee.

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**Article 12: Evaluation**

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12.1 The evaluation procedures of this Article are to provide a genuinely useful and substantive assessment of faculty performance, to recognize and acknowledge good performance, to enhance performance, and to help employees further their own growth. The evaluation process should be implemented in a positive, supportive manner that encourages self-improvement and excellence in the faculty members' areas, promotes professionalism and enhances performance. All faculty members shall participate in the evaluation process set forth below and shall receive evaluation on all paid activities performed for the District, including those activities set forth in Articles 3, 5, and 13.

12.1.A. The Department Chair evaluation described in Article 13 is a different process that shall be conducted separately from the regular faculty evaluation process described in this Article. These evaluations may occur during the same timeframe.

12.2 The criteria upon which faculty members will be evaluated are as follows:

**12.2.A. Classroom Teaching Faculty**

- 1) Continued professional development in subject areas of assignment.
- 2) Current curriculum preparation for courses assigned.
- 3) Complete and timely preparation for classes taught.
- 4) Class objectives being achieved.
- 5) Class meetings held as scheduled.
- 6) Necessary administrative paperwork processed in a timely, accurate, and appropriate manner, including census and/or positive attendance, grades, and student learning outcomes.
- 7) Colleagues, staff, and members of the public visiting District worksites are treated in a professional manner.
- 8) Students are treated with respect and sensitivity.
- 9) Progress toward self-determined individual instructional and developmental goals.
- 10) When applicable: Instruction of Distance Education classes, including use of District Learning Management System (LMS), as described in Article 23.
- 11) For contract faculty only: participation in college-wide and instruction-related/student support activities, in accordance with Section 5.4.B.(3).
- 12) For contract faculty only: participation in division and departmental activities.

**12.2.B. Non-Classroom Faculty**

- 1) Continued professional development in subject area of assignment.
- 2) Current preparation for service assignment.
- 3) Service assignment objectives being achieved.
- 4) Students are treated with respect and sensitivity.
- 5) Colleagues, staff, and members of the public visiting District worksites are treated in a professional manner.
- 6) Necessary administrative paperwork processed in a timely, accurate, and appropriate manner. Student learning outcomes and service unit outcomes shall also be considered necessary administrative paperwork.
- 7) Appointments and work assignments held as scheduled.



- 8) Progress toward self-determined individual work assignment and professional goals.
- 9) When applicable: Conducting work assignments from a remote location.
- 10) For contract faculty only: participation in college-wide and instruction-related/student support activities, in accordance with Section 5.5.D.
- 11) For contract faculty only: participation in division and departmental activities.

### 12.3 Evaluation Components

Faculty evaluation shall be comprised of the following components:

12.3.A. **Committee Appraisal.** All individuals involved shall maintain the confidentiality of the evaluation process and sign a statement to that effect. Concerns must be reported to the appropriate College Vice President.

12.3.A.(1) All information gathered or reports generated as part of the evaluation shall be treated confidentially. Committee members shall enjoy all of the protections afforded those who participate in a statutory evaluation process, including, but not limited to, the qualified privileges associated with defamation as described in Evidence Code Section 411.

12.3.A.(2) Concerns regarding confidentiality must be reported to the appropriate College Vice President. If there is no resolution, the Committee should address its concerns to the President. The College President shall determine whether a re-evaluation is necessary.

12.3.B. **Student Appraisal.** Student appraisals (Student Evaluation of Teaching Effectiveness Form or Student Evaluation of Counselor/Librarian Effectiveness Form) shall be coordinated by the Dean or their designee. Faculty members may use up to 20 minutes of regularly scheduled class time to allow students to complete online student appraisals. During this time, faculty will step out of the room to allow students privacy while responding to the survey.

Student appraisals shall be administered online.

Student appraisal data shall only be distributed to Evaluation Committee members. Any designees who distribute survey data will be required to maintain the confidential nature of the evaluation process. Student appraisals shall not be administered or processed by student workers.

12.3.B.(1) Student appraisals of classroom faculty shall be conducted each semester after the fourth week of the class, in one class, or, at the faculty member's decision, in more than one class taught by the faculty member. Student appraisals shall be collected no later than the 12<sup>th</sup> week of the semester.

12.3.B.(2) Student appraisals shall be conducted with a sampling of a minimum of thirty (30) students. Student appraisals shall occur in a single class section whenever possible. If enrollment in the one (1) class section selected is fewer than thirty (30) students, two (2) classes (sections) must be selected by the faculty member whenever possible.

12.3.B.(3) The instructor shall be notified via district email when student appraisals are sent to their students in a Distance Education course.

- 12.3.B.(4) Student appraisals for non-classroom faculty members shall be conducted each semester after the fourth week of their service, with a sampling of thirty (30) students served by the faculty member. Student appraisals shall be collected no later than the 12<sup>th</sup> week of the semester. For non-classroom faculty in their first assignment with the College, student appraisals shall commence no sooner than 8 weeks into the assignment and may be collected up to two weeks prior to the final conference.
- 12.3.B.(5) When the appraisals are completed, they shall be summarized. Summaries are distributed to the members of the Evaluation Committee and discussed with the evaluatee only in cases where the number of completed student appraisals is greater than 10, or 60% of the enrollment for classes with fewer than 10 students for that section. In cases where the number of completed appraisals is less than 10 (or 60% for classes with fewer than 10 students), the Dean (or designee) and Department Chair (or designee) shall be notified that the course was surveyed but the sample was inadequate. The Appraisal Summary Form will be distributed to the Dean (or designee), Department Chair (or designee), and evaluatee within 10 days after the submission of grades for the semester for classroom faculty or after completion of the semester for non-classroom faculty whenever possible, but never more than 2 weeks after the start of the subsequent semester. Summary forms may be provided via email. The Student Appraisal Forms (Forms B1 and B2 in Appendix D) shall not be maintained as part of the evaluation materials in the personnel file except at the faculty member's request.
- 12.3.B.(6) Signed student complaints and commendations that have been placed in the faculty member's personnel file in accordance with Article 10, Sections 3 and 4, will be forwarded to the Committee. This shall include verified electronic communications.
- 12.3.C. **Self-Appraisal** (Form A1, in Appendix D)
- 12.3.D. **Observation.** Each evaluator will arrange an observation as part of their evaluation of a faculty member. The following shall apply to all observations without regard to their modality:
- 12.3.D.(1) The evaluatee shall receive notification of any observation no later than one (1) week before the observation will occur.
- 12.3.D.(2) Observations shall last no less than fifty (50) minutes, whenever possible, and shall last no more than one (1) hour in any circumstance.
- 12.3.E. **Conference(s).** A conference shall be held between the faculty member being evaluated and the faculty member's Evaluation Committee to discuss the results of the evaluation process components as designated in Sections 12.3.A-D. For observation scheduling purposes and/or the establishment of areas of evaluation, a conference between the evaluatee and the Evaluation Committee may occur at the request of the evaluatee prior to the first observation. Such requests shall not be unduly denied. Conferences may occur remotely using remote meeting technology.

**12.4 Observations of non-classroom faculty**

- 12.4.A. Each faculty Committee member will observe a different session (i.e., one-on-one appointments, group appointments, workshops, orientations, class presentations, etc.).
- 12.4.B. In-person, non-classroom assignments may be evaluated through an activity, selected by the Dean or designee, that is relevant to the unit member's assignment to be observed. As appropriate to the selected activity, the unit member may need to obtain advance approval of a student for the observer to participate in the activity.
- 12.4.C. Remote non-classroom assignments may be evaluated through online activity, selected by the Dean or designee, that is relevant to the unit member's assignment to be observed. As appropriate to the selected activity, the unit member may need to obtain advance approval of a student for the observer to participate in the activity.

**12.5 Observations of classroom faculty**

- 12.5.A. Each faculty Committee member will observe a different section.
  - 12.5.A.(1) When only two (2) sections are assigned, faculty observers shall observe different sections.
  - 12.5.A.(2) When a single (1) section is assigned, faculty Committee members shall observe on different dates.
  - 12.5.A.(3) When an evaluatee teaches courses in more than one modality, at least two modalities must be observed.
    - 12.5.A.(3)(i) When a faculty member is assigned to teach in more than one modality, observations shall occur in at least two (2) modalities and two (2) observations shall occur in the modality that forms the majority of the faculty member's teaching schedule.
  - 12.5.A.(4) The following may be considered separate courses for the purpose of evaluation observations:
    - 12.5.A.(4)a. A lecture and lab listed under the same CRN, but separate in time and/or space.
    - 12.5.A.(4)b. The in-person and asynchronous components of a hybrid class.
  - 12.5.A.(5) Tenure review observations shall follow the procedures defined in Article 11 and shall allow two evaluators to attend the same section during the first scheduled visit.
- 12.5.B. In-person/on-site sections will be evaluated using in-person observations that shall occur during a regularly scheduled class meeting, or in the regular on-ground location where services are provided.
- 12.5.C. Synchronous Distance Education sections delivered through a remote meeting technology (e.g., Zoom) will be evaluated through remote observations consisting of attendance of a regularly scheduled remote meeting.

12.5.D. Asynchronous Distance Education sections will be evaluated by virtual observations through the District LMS. This observation shall involve no more than one hour of observation to occur within a 7-day period of LMS access, typically opening on a Tuesday and closing the following Monday. All faculty evaluators of DE courses must be certified under Article 23.4.

12.5.D.(1) Virtual observations of Distance Education courses shall occur within the District LMS. The observation evaluation shall be recorded on Form A2, including an Overall Evaluation Rating and a Distance Education Rating. The Distance Education Rating shall be limited to the following components:

- a) Modules page – general organization.
- b) Homepage and Introductory Module – general organization and welcoming tone
- c) Syllabus – general observation, grading standards, and course expectations (a syllabus must also be provided in the form of an ADA compliant document file).
- d) Regular, substantive interaction as evidenced by a contact/communication policy (from syllabus or contact/communication page in LMS) and instructor feedback on students' work, such as discussions, and assignments in the module observed. Faculty may choose to provide additional anonymized examples of instructor-to-student communication such as: announcements, discussion posts, assignment feedback, or other evidence of communication.
- e) One specific instructional module which corresponds with the dates of the observation week. When agreed upon by the faculty member being observed and the observer, the observation may take place in a recently completed module to illustrate a completed discussion or other instructional activity.

12.5.D.(2) Evaluation rubrics that have been developed outside of the Agreement (e.g., POCR, Peralta Equity Rubric, CVC-OEI Rubric) shall not be used to evaluate a faculty member teaching a DE course.

12.5.D.(3) Automated ADA-compliance assessment tools (e.g., Ally) have been shown to provide inaccurate information regarding ADA compliance and shall not be utilized during faculty evaluations.

12.5.D.(4) Instructional Technologists/Designers shall have no role in the evaluation of Distance Education courses other than to add/remove evaluators from the course for the purpose of evaluation.

12.5.E. Hybrid courses may be evaluated through an in-person and/or virtual observation.

12.5.E.(1) Faculty teaching courses in a HyFlex modality shall not be evaluated negatively based on HyFlex technology not working properly during day of observation.

## **12.6 Evaluation Schedule**

The following schedule will be followed for evaluation purposes:

12.6.A. Tenured/contract faculty members shall be evaluated at least once every three years.

- 12.6.B. Temporary full-time faculty shall be evaluated during the first semester of employment and annually thereafter.
- 12.6.C. Non-contract faculty shall be evaluated once during the first semester of employment with the District and at least one more time within their first four (4) semesters of employment with the District.
  - 12.6.C.(1) For newly-hired non-classroom faculty assignments, evaluation shall commence no sooner than 8 weeks into the assignment.
  - 12.6.C.(2) Retired contract faculty returning to service as non-contract faculty shall be evaluated in their first semester as stated in Section 5.6.C.(4).
- 12.6.D. Non-contract faculty on the longevity list shall be evaluated once every six (6) semesters, with the exception of remedial evaluations as defined in Section 12.8.
- 12.6.E. Advance notice of the commencement of the evaluation process will be given, whenever possible, at least two (2) weeks before the first observation.

**12.7 Committee Composition, Materials, Process, and Timeline**

**12.7.A. Committee Composition**

The evaluation shall be conducted by a three (3) person Evaluation Committee convened by the Dean and consisting of the following members: I) the Dean, or administrative designee; II) the Department Chair/Coordinator, or faculty designee; and III) a faculty member selected by the evaluatee.

- 12.7.A.(1) The co-chairs shall be the Dean, or administrative designee, and a faculty member (either II, or III, from the list above) selected by the evaluatee.
- 12.7.A.(2) In the event that a Department Chair/Coordinator designates someone to serve on an evaluation committee in their stead to more closely align committee membership with the evaluatee's discipline, such a designee has the right to refuse this designation.
  - 12.7.A.(2)a. An evaluatee has the right to refuse the Chair's designee, but not more than once per evaluation. In the event that there are Departmental Co-Chairs, or a Department Chair and an Assistant Chair, the evaluatee shall determine for the purpose of more closely aligning committee discipline expertise with that of the evaluatee which of the Co-Chairs/Department Chair/Assistant Chair shall serve in the capacity of 12.7.A.(1).
- 12.7.A.(3) Unless a faculty designee is appointed, the Department Chair/Coordinator/Assistant Chair must serve as a member of the Evaluation Committee.
  - 12.7.A.(3)a. The Chair/Coordinator/Assistant Chair or designee cannot be removed by the evaluatee unless the evaluatee can demonstrate that the Chair/Coordinator/Assistant Chair or designee may not be fair and impartial to the evaluatee.

12.7.A.(3)b. This claim of unfairness/partiality must be made by the evaluatee in writing and approved or denied in writing by the College President. Failure of the College President to respond in writing within ten (10) working days shall constitute the removal of the evaluator in question.

12.7.A.(4) Faculty evaluators shall come from the evaluatee's discipline.

12.7.A.(4)a. If there is not a sufficient number of faculty available in the evaluatee's discipline, faculty from a related discipline on campus shall be considered.

12.7.A.(4)b. If there is not a sufficient number of faculty available in a related discipline at the College, faculty in the discipline or a related discipline from another District college shall be considered.

**12.7.B. Evaluation Materials**

Materials submitted by the evaluatee:

12.7.B.(1) Classroom faculty: The evaluatee will provide the Evaluation Committee with materials demonstrating course preparation and adherence to Course Outline(s) of Record. The material may include course syllabi, grading standards, classroom expectations, samples of student work, class assignments, calendar, class handouts, tests and any other documentation that the evaluatee considers relevant. Whenever possible, this packet of materials will be made available to Committee members at a central location or may be provided in digital form at the discretion of the evaluatee, within a week prior to the site visitation. For Distance Education, the documents listed above may be observed in the course management system where described in 12.5.D.(1).

12.7.B.(2) Non-classroom faculty: The evaluatee will provide the Evaluation Committee with materials demonstrating assignment preparation and adherence to assignment description, training, professional development, best practices implemented, and any other documentation that the evaluatee considers relevant to their role. These materials will be shared with the Committee within a week prior to the observation.

**12.7.C. Process**

The process for faculty evaluation shall consist of the following procedures:

12.7.C.(1) Completion of Student Appraisal Summary by the Dean or designee.

12.7.C.(1)a. Student appraisals shall not commence until week five (5) of the semester except in the case of short-term (early or late start) courses where the student appraisals may commence at the start of the third (3<sup>rd</sup>) week of the class.

12.7.C.(1)b. Student Appraisal Summary Forms shall be made available to Evaluation Committee members prior to the final evaluation conference where the number of completed student appraisals is greater than 10 (or 60% of the enrollment for classes with fewer than 10 students) for that section. When the Summary Report includes fewer than ten (10) responses, the

Committee shall note that the appraisals were not received or considered as part of the evaluation.

12.7.C.(2) A self-appraisal shall be reported on Form A1, located in Appendix D. (Hereafter, all evaluation forms referred to in this Article are located in Appendix D.) The self-appraisal must be turned in before the final evaluation conference. Should an evaluatee fail to submit the required self-appraisal, that will be noted in the evaluation, and the evaluation shall be submitted as complete.

12.7.C.(3) Observations made by the members of the Evaluation Committee on Form A2.

12.7.C.(3)a. Observations shall not commence until week 8 of the semester, except in the case of short-term (early or late start) courses where observations may commence at the 40% point of the calendar duration of the course.

12.7.C.(3)b. Evaluation Committee members shall each provide separate individual ratings on Form A2 for an evaluator's overall rating, that integrates the Distance Education Rating, where applicable.

12.7.C.(4) The Evaluation Committee shall complete an evaluation summary (Appendix D, Form C1).

12.7.C.(4)a. The evaluation committee shall meet in conference with the faculty member being evaluated to discuss the results of the evaluation process, self-appraisal and student appraisal summaries. At this conference, the Evaluation Committee shall provide ratings on Form C1 for:

(i) A Committee Overall Rating that integrates the Distance Education Rating where applicable.

12.7.C.(4)b. In cases where the faculty member receives a Committee Overall Rating of Needs Improvement or Unsatisfactory, an improvement plan (see Section 12.8) will also be discussed at this meeting and a copy of the Improvement Plan shall be provided to the faculty member no later than one week after the final evaluation meeting while the full evaluation packet is being collated and routed for signatures. The Improvement Plan shall also be included as part of their evaluation packet.

12.7.C.(5) The Dean or designee shall forward all forms to the appropriate College President for their final review and recommendation, with a copy to the appropriate Vice President as information. The College President shall complete a Summary Evaluation Report (Appendix D, Form C4).

#### 12.7.D. Timeline

12.7.D.(1) Except as provided in other sections of the Agreement, the prescribed evaluation timelines in this Article shall be followed and exceptions should be rare, documented, and mutually agreed upon by the Committee members and the evaluatee. Because the



evaluation process is a critical part of faculty development, failure to follow prescribed evaluation timelines should be a rare exception.

- 12.7.D.(2) Evaluations shall commence no sooner than the 4<sup>th</sup> week of a regular term and conclude by the 16<sup>th</sup> week of the same term in which it began, except as stated in Section 12.6.C.
- 12.7.D.(3) For short-term classes, evaluations shall begin no sooner than the 40% point of the calendar duration of the course and shall conclude by the end of the regular term.
- 12.7.D.(4) In cases where the faculty member is hired after the start of the semester, evaluation timelines shall be adjusted such that no site visits or student evaluations occur until at least one (1) month after the employee's first day on the job. In the case of late semester hires, where the employee is on the job for less than one month in that semester, the first official evaluation shall not occur until the next semester of employment.

## **12.8 Reduction in PAL and Loss of Longevity**

- 12.8.A. If a faculty member receives a Committee Overall Rating of "Needs Improvement" or an "Unsatisfactory" evaluation based on the majority of the Committee member recommendations and forwarded on the summary/overall evaluation form (Appendix D, Form C1), the Evaluation Committee shall provide the faculty member with a written Improvement Plan that specifies what they must do to receive a "Satisfactory" on the subsequent term's follow-up evaluation.
  - 12.8.A.(1) The Improvement Plan must be reasonable and measurable; i.e., the terms and conditions established by the Plan must be achievable and progress towards objectives that can be tracked with tangible evidence.
  - 12.8.A.(2) When the Improvement Plan specifies the need for improvements in Distance Education, the Improvement Plan recommendations must be based on established District/campus standards for conducting Distance Education classes.
    - 12.8.A.(2)a. A faculty member receiving an Improvement Plan that specifies improvement in DE instruction shall be provided with a template shell in the District LMS containing editable models of elements evaluated on the Distance Education Instruction form (e.g., welcoming homepage, introductory module) as well as information on achieving ADA compliance (e.g., formatting pages, captioning of videos) and providing regular substantive interaction.
  - 12.8.A.(3) The follow-up evaluation shall be conducted the following regular term that the faculty member teaches, but not until at least two (2) months have elapsed from the date of the meeting at which the evaluatee received the Improvement Plan from the Evaluation Committee.
    - 12.8.A.(3)a. If the Improvement Plan predominately relates to Distance Education components, the follow-up evaluation shall occur in the next semester when a Distance Education course is assigned.

- 12.8.B. If a faculty member receives a Committee Overall Rating (on Form C1) of “Unsatisfactory” OR two (2) consecutive Committee Overall Rating (on Form C1) of “Needs Improvement,” the faculty member’s PAL shall be reduced to 0.2, or not less than one (1) class.
- 12.8.C. A faculty member will be removed from the longevity list in either of these two scenarios listed below:
  - 12.8.C.(1) Upon receiving Committee Overall Ratings of “Unsatisfactory” (on Form C1) in two (2) consecutive regular terms [See Section 5.6.C.(2)].
  - 12.8.C.(2) Any combination of Committee Overall Ratings of “Needs Improvement” or “Unsatisfactory” (on Form C1) in three consecutive regular terms [See Section 5.6.C.(2)].

### **12.9 Record Keeping**

- 12.9.A. Upon completion of the evaluation process the following forms will be included in the faculty member’s personnel file (if applicable):
  - 1) A1: Faculty Self-Appraisal Report for Full/Part Time Faculty
  - 2) A2: Administrator and Peer Evaluation for Faculty
  - 3) B3: Summary of Student Evaluation of Teaching Effectiveness
  - 4) B4: Summary of Student Evaluation of Counselor/Librarian Effectiveness
  - 5) C1: Summary Administrator and Peer Evaluation Form for Non-Contract and Contract Tenured Faculty
  - 6) C4: President’s Summary Evaluation Report
- 12.9.B. The College President or their designee shall be responsible for administering the evaluation process for contract and non-contract faculty. The College President or their designee shall form committees as specified in this Article, establish deadlines in conformity with the Article, process necessary evaluation documents, and forward materials to the Evaluation Committee as required.

### **12.10 Accreditation Reviews**

The Federation and the District recognize that outside evaluations of faculty performance will occur as a result of the accreditation process. The Federation and the District agree to the following provisions when considering outside evaluations resulting from the accreditation process:

- 12.10.A. Outside performance evaluations, such as those that occur during accreditation, are not part of the evaluation process described in this CBA.
- 12.10.B. Information from outside performance evaluations shall not be discussed during performance evaluations as described in this CBA.
- 12.10.C. Information from outside performance evaluations shall not be placed in a faculty member’s personnel file.
- 12.10.D. Outside evaluations, of classes or services provided by faculty, shall occur only during the regular accreditation review except where required for specific accreditation or certification processes (e.g., Automotive, Nursing).

**Form A2: Administrator and Peer Evaluation Form for Faculty***(The purposes of evaluation are described in Article 11 and Article 12 of the VCCCD Agreement)***NAME OF EVALUATEE:** \_\_\_\_\_**EVALUATION PERIOD: Year:** \_\_\_\_\_**Evaluator:** \_\_\_\_\_Fall: ☐ Spring: ☐**Observation Date:** \_\_\_\_\_ **Duration (minutes):** \_\_\_\_\_**Course (if applicable):** \_\_\_\_\_ **# of students:** \_\_\_\_\_Type of Evaluator: *(check one)* ☐ Peer ☐ Department Chair or Designee ☐ AdministratorLocation: *(check one)* ☐ Moorpark College ☐ Oxnard College ☐ Ventura College ☐ Other *(specify):* \_\_\_\_\_**POSITION OF EVALUATEE:** *(check one)***Discipline:** \_\_\_\_\_☐ Non-Contract ☐ Full-Time, Tenured ☐ Full-Time, Non-Tenure-Track☐ Tenure-Track: ☐ 1<sup>st</sup> Contract ☐ 2<sup>nd</sup> Contract ☐ 3<sup>rd</sup> Contract: Years 3 and 4**Type of Observation:** *(check all that apply and complete appropriate sections)*☐ Instructor☐ Athletic Director/Coach☐ Librarian☐ Counselor☐ Coordinator☐ Counselor/Coordinator☐ Other *(specify):* \_\_\_\_\_

Do not sign this form until you have completed the evaluation meeting.

*I am aware of my rights as provided in Article 11 and/or Article 12 of the VCCCD Agreement. I have read this report, am aware of the opportunity to add my own comments and recognize that I have the right to discuss it with the college president if I so desire.*

\_\_\_\_\_  
Faculty Member's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Evaluator's Signature\_\_\_\_\_  
Date:

## **PURPOSE, INSTRUCTIONS, AND DEFINITIONS**

***(Do not proceed without reading instructions.)***

The Purpose of Evaluation is: "...to provide a genuinely useful and substantive assessment of faculty performance, to recognize and acknowledge good performance, to enhance performance, and to help employees further their own growth. The evaluation process should be implemented in a positive, supportive manner that encourages self-improvement and excellence in the faculty member's areas, promotes professionalism and enhances performance." *(From Section 12.1 of the Agreement between the VCCCD and AFT Local 1828.)*

### **General Reminders:**

The following steps will be followed for all evaluations:

- Rate only those areas where you possess first-hand knowledge based on direct observation of evaluatee's performance and/or other substantiated sources.
- Use the rating system on the right for each applicable criterion.
- Provide a detailed response where applicable.
- If needed, attach extra sheets of paper to accommodate detailed responses and cite the section and item being addressed.

#### **RATING SYSTEM**

E	Excellent
S	Satisfactory
N	Needs to Improve
U	Unsatisfactory
N/O	Not Observed
N/A	Not Applicable

For selection of observation dates and times, except for during tenure review observations (which shall follow the procedures as defined in Article 11 and where two evaluators may attend the same section during the first scheduled visit):

- For non-classroom faculty, each faculty committee member will observe a different session (e.g., one-on-one appointments, group appointments, workshops, orientations, class presentations).
- For classroom faculty, each faculty committee member will observe a different section. The Dean or administrative designee may, but is not required to, observe the same session as a faculty committee member.
  - When only two (2) sections are assigned, faculty observers shall observe different sections.
  - When a single (1) section is assigned, faculty committee members shall observe on different dates.
  - When an evaluatee teaches courses in more than one modality, at least two modalities must be observed.
  - The following may be considered separate courses for the purpose of evaluation observations:
    - A lecture and lab list under the same CRN but separate in time and/or space.
    - The in-person and asynchronous components of a hybrid class.

**Tenure Review of Probationary Faculty** - *Please review Article 11 of the collective bargaining agreement before proceeding.* Pursuant to Article 11.6 B (5) there is a "Difference in [evaluation] Criteria Weighting for First, Second, and Third Contracts." Select and use the appropriate criteria to be weighted the most by Tenure Review Committee members when completing this evaluation process.

- 1<sup>st</sup> and 2<sup>nd</sup> contract: All criteria considered, with the primary assignment criteria most important.
- 3<sup>rd</sup> contract: All criteria considered, with candidate expected to be fully participating member of campus community

Professionalism & Responsibility (All Faculty)		E	S	N	U	NO	N/A
1.	Demonstrates cooperation and sensitivity in working with colleagues and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Willingness and availability to assist students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Submits required departmental reports and other necessary paperwork, including census, and/or positive attendance, student learning outcomes documentation, and grades on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Orders textbooks, instructional materials, and equipment in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Maintains work schedule and keeps appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Exercises good judgment in the use of facilities, equipment, supplies, and VCCCD learning management system (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Observes health and safety regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Makes a positive contribution to the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Meets flex requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Demonstrates continuing professional development in subject areas of assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Demonstrates progress toward self-determined individual and developmental goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Demonstrates awareness and sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientation, age, socioeconomic status, language, veteran status, religion, political perspective, and/or lifestyle, including responsiveness to the educational needs of diverse students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on Professionalism and Responsibility:**

*(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)*

<b>Full-Time Faculty Responsibilities</b> <i>Please evaluate only the faculty member's participation in the activities they have chosen during the current evaluation period. (Only evaluate areas about which you have direct personal knowledge.) The responsibilities listed below are representative of the different roles faculty may have depending on their discipline and current assignment.</i>		<b>E</b>	<b>S</b>	<b>N</b>	<b>U</b>	<b>NO</b>	<b>N/A</b>
1.	Maintains office hours and is accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Participation in college, district, regional, and state-wide committees, projects, and/or student organizations in furtherance of the mission of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Contributes to curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Participates in department and division meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Participates in overall departmental program development, maintenance, evaluation, updating of course outlines, student learning outcomes documentation, and/or expansion of programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Provides information for the development of departmental, college, and/or district budgets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Sponsors and provides support for student activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Participates in screening/hiring committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Participates in faculty governance, representation, and advocacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Participates in community outreach and interface.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Participates in recruitment and high school relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Conducts registration advisement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Participates in articulation and/or matriculation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Writes or contributes to grant proposals and/or research projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The faculty member has fulfilled commitments with respect to any committees, projects, or activities they have chosen during the current evaluation period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on Full-Time Responsibility:**

*(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)*

## OBSERVATION/JOB PERFORMANCE

(Answer all applicable areas)

### Nature of Work in Progress (All Faculty)

*In the provided space or on attached sheets, describe in detail the content of the lesson, the teaching techniques employed, and the activities of the students. In the case of non-classroom observation, describe the activity and related performance observed. Include specific comments about the appropriateness and effectiveness of what you observed. Where appropriate, note what was commendable, make constructive criticisms about what might be improved, and suggest alternatives. If any ratings below satisfactory were issued, recommendations for improvement are required of the evaluator and should be included in the Overall Summary and Recommendations portion of the main evaluation form. Explain how you reached your conclusions.*

Faculty/Student Interaction (All Faculty)		E	S	N	U	NO	N/A
1.	Engages students in lesson(s) taught or services provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates sensitivity to differing student learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Responsive to the needs of students with physical and/or learning disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Demonstrates an understanding of student support services by informing students of the resources available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Stimulates student performance in fair and pedagogically sound ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Measures students' comprehension of content/skills in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Provides regular and substantive interaction and feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### All Contract and Non-Contract Classroom Faculty – All Modalities

Instructional Assignment Observation		E	S	N	U	NO	N/A
1.	Demonstrates knowledge of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates enthusiasm for course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The content of the lesson is consistent with the course outline and there is evidence that course objectives are being taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Awareness of current developments and research in the discipline/field of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The teaching method and techniques observed are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The lesson was at the appropriate level for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Paces class or modules according to the level and material presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Communicates ideas clearly, concisely, and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Employs multiple teaching approaches where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Voice, delivery, and/or other communication are clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Conducts class in accordance with instructional schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Uses class time effectively; meets contact hour expectations as defined in Course Outline of Record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments on Instructional Assignment Observation:

*(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)*



**Distance Education Instruction (if applicable)**

<b><u>DE Observation</u></b>		<b>E</b>	<b>S</b>	<b>N</b>	<b>U</b>	<b>NO</b>	<b>N/A</b>
1.	Follows VCCCD distance education standards as adopted by Curriculum Committee/Academic Senates within the VCCCD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates competence in current distance education learning management system (LMS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Evidence of regular, substantive interaction between instructor and students ( <i>areas such as announcements, discussions, and assignment feedback</i> ).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Evidence of interaction among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Modules are organized and paced appropriately for level and material presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Course Homepage and Introductory Module are organized and welcoming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Complies with Course Outline of Record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Complies with the Americans with Disabilities Act, Section 11135 of California Government Code, and policies implemented by California Community Colleges Chancellor's Office and the Governing Board. (Evaluation shall not rely on automated ADA assessment tools.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on Distance Education Observation:**

*(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)*

**EVALUATOR'S Distance Education Observation Only RATING (Items 1-8 Above), if applicable**

- ☐ Excellent
- ☐ Satisfactory
- ☐ Needs Improvement
- ☐ Unsatisfactory
- ☐ Not Applicable

## All Contract and Non-Contract Faculty Counselors and Counselor/Coordinators

Presentation Observation		E	S	N	U	NO	N/A
1.	Presents information and directions to students in a clear and organized way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Advisement methods and techniques utilized are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty/Student Interaction		E	S	N	U	NO	N/A
1.	Listens well and provides opportunities for students to express their concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Helps students define and seek solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Gives the student an opportunity for follow-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Directs students to appropriate sources of information/assistance when advisable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Respects students' privacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content		E	S	N	U	NO	N/A
1.	Demonstrates knowledge of District classes, resources, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates knowledge of current course articulation and program requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The content of the session observed was consistent with advisement objectives and student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignment Objectives		E	S	N	U	NO	N/A
1.	Communicates and networks effectively with secondary and four-year schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Researches questions brought by students as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remote Work (if applicable)		E	S	N	U	NO	N/A
1.	Follows criteria listed in telework agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments on Counselor Assignment Observation:

(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)

### All Contract and Non-Contract Faculty Coordinators/Department Chairs

Responsibilities		E	S	N	U	NO	N/A
1.	Recruitment, selection, and orientation of the new faculty and classified employees who will be assigned to the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Development of department's instructional/non-instructional schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Development and revision of curriculum including course outlines and course and catalog descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Evaluation of faculty in the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Development and conducting of department meetings, and preparation and distribution of minutes of all such meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Communications with students, faculty, and other employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Representation of, and liaison/advocacy for, the department within the College/District.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Facilitate processes for program review and student learning outcomes/service unit outcomes assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Suggesting faculty to the Dean for substitute classroom/non-classroom assignments, as the needs arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Participate in the department's budget process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Coordination of review of requisite challenges or course placement exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments on Coordinator/Department Chair Assignment Observation:

*(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)*

## All Contract and Non-Contract Faculty Librarians

Presentation and Content		E	S	N	U	NO	N/A
1.	Communicates information clearly, concisely, and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Utilizes knowledge of current trends and technology in library information science.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Demonstrates knowledge of research methods and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty/Student Interaction		E	S	N	U	NO	N/A
1.	Assists students to reach reference and research objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Facilitates self-reliance in library usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignment Objectives		E	S	N	U	NO	N/A
1.	Consults with other librarians and departments to provide students with up-to-date information and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Assists in building, organizing, and maintaining library collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remote Work (if applicable)		E	S	N	U	NO	N/A
1.	Follows criteria listed in telework agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments on Librarian Assignment Observation:

*(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)*

## All Contract and Non-Contract Athletic Directors and Faculty Coaches

Athletic Director/Coaching Responsibilities		E	S	N	U	NO	N/A
1.	Fulfills specific job description requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Adheres to CCCAA Rules and Title IX Regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Consults with appropriate college faculty and staff about related projects and work assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Supervises the routine security, upkeep, repair, and replacement of facilities and equipment in assigned area of assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Consults with Dean concerning all expenditures outside of the department budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Consults with Dean, or in the case of coaches, the Dean and Athletic Director, concerning all fundraising activities and contracts with outside vendors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments on Athletic Director/Coaching Assignment Observation:

*(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)*

**OVERALL COMMENTS / RECOMMENDATION:**

*Comment on professional performance, specifying, where relevant, areas of excellence and areas requiring improvement. If there are areas requiring improvement, make constructive, specific recommendations to evaluatee. DE-specific comments, where applicable, should be made in a separate paragraph.*

**EVALUATOR'S OVERALL RATING (ALL FACULTY)**

The DE Rating, if applicable, shall be integrated into the Evaluator's Overall Rating.

- ☐ Excellent
- ☐ Satisfactory
- ☐ Needs Improvement
- ☐ Unsatisfactory

**Student Assessment Summaries/Forms**

- ☐ Viewed, Discussed, and Incorporated into Overall Rating
- ☐ Viewed and Discussed
- ☐ Unavailable *(Did not receive the minimum number of completed student appraisals, per Article 12.3.B.(5))*