



Peralta Community College District

**FACULTY EVALUATIONS
POLICIES & PROCEDURES
HANDBOOK**

For All Faculty --

(Part One)

Tenure Track Faculty

And

(Part Two)

Part-Time & Tenured Faculty

Revised – August 2015

Berkeley City College

College of Alameda

Laney College

Merritt College

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Part-Time & Tenured Faculty

Prepared by

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Revised – August 2015

FACULTY EVALUATION POLICIES & PROCEDURES

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INTRODUCTION TO THIS HANDBOOK

FACULTY EVALUATION POLICIES & PROCEDURES

This Faculty Evaluation Policies and Procedures Handbook includes the policies and procedures for evaluation of all faculty -- tenure track , tenured and part-time faculty (including Faculty Diversity Internship Program [FDIP] Interns) -- in the Peralta Community College District.

Part One of this handbook covers the evaluation of tenure track faculty under Board Policy 3.30 and procedures implementing Board Policy 3.30 (as revised and approved by the Board of Trustees June 13, 2000). Appendices to Part One include the four year overview of Peralta's Tenure Review Process, along with the two semester timeline for evaluating tenure track faculty for Fall 2015 and Spring 2016 (Appendix "D"), and a list of all District approved faculty evaluation forms (Appendix "E").

Part Two relates to the evaluation of part-time and tenured faculty. The procedures for evaluating part-time faculty as well as tenured faculty were streamlined in a Side Agreement signed February 2, 2009; then further revised in Spring and Fall 2011, and fully approved in a Side Agreement signed 12/19/11. The procedures herein are those currently in use for evaluating both tenured and part-time faculty (including FDIP Interns).

Note: This Faculty Evaluation Handbook is also Appendix A20 to the PCCD-PFT Contract, the provisions of which have been amended and extended by several Side Agreements, currently through June 30, 2015 (see Side Agreement signed March 15, 2012 (agreed on 3/15/2012 and signed on 4/16/2012) attached hereto as Appendix "FF" to Part Two of this Handbook).

PART ONE:

Tenure Track

Faculty Evaluation

Policy

PART ONE:

INTRODUCTION TO TENURE TRACK FACULTY EVALUATIONS

The period during which prospective members of the permanent Peralta Community College District faculty are reviewed for tenure is best understood as a continuation of our District's search and selection processes. Indeed, the recommendation we make to the Board of Trustees to grant tenure is a more important recommendation than the initial decision to hire. When tenure is granted, the faculty member becomes a permanent part of our community. Thus, the review period for tenure becomes that crucial interval within which we create the future of our colleges, we limit or expand their vision of that future, and we enhance or diminish the quality of the educational opportunity that our enormously diverse students are provided when they enter our doors.

Peralta's approach to this period is based on the premise that the tenure recommendation is best formed by a partnership of faculty and administrative colleagues, and students through the student evaluation process, a partnership in which the perceptions of each inform the others.

The Tenure Review portion of this Handbook has been developed jointly by the Academic Senate, the Peralta Federation of Teachers, faculty and administration to provide the framework for tenure candidates to follow and within which the Tenure Review Committees (TRCs) can perform the crucial task of evaluating a candidate for permanent status on our faculty. As you work with these guidelines, please keep in mind the following:

1. The timelines are intended to be a guide to the tasks that need to be performed. They provide a recommended schedule for accomplishing those tasks. Committees may decide to complete the various steps of the process somewhat earlier than the timelines provide, and special circumstances may necessitate later schedule. The timelines established in the handbook are an effort to allow committee members to meet with a candidate, conduct evaluations, identify areas that may need improvement, schedule further meetings if necessary, meet to prepare their report, and present their report to the College Tenure Review Certification Committee, the Vice President and the College President in a timely manner. The President must then make his or her recommendation to the Vice Chancellor Educational Services, who makes his or her recommendation to the Chancellor, who makes his or her recommendation to the Board of Trustees, who makes the final decision regarding tenure, termination or continuation of service by March 15th in accordance with provisions of Ed. Code section 87610.
2. While these timelines are not meant to be understood or interpreted as rigid and absolute, they are essential to a fair, professional, and objectively administered process. The timelines are important to the overall process, but they are intended neither to be traps for candidates or committee members nor technicalities by which the entire process can be invalidated. Non-prejudicial procedural errors shall not serve to invalidate the recommendation of the TRC/Evaluation Committee or the College President or the action of the Vice Chancellor, the Chancellor or the Board of Trustees.

TENURE TRACK FACULTY EVALUATION POLICY

GOALS AND PHILOSOPHY

A. PURPOSE

Peralta Community College District's tenure review is a four-year process to assure excellence in all aspects of the academic enterprise. The evaluation criteria are derived from those academic qualities, skills and attitudes of professional behavior which constitute excellence. The tenure review system is founded upon the following principles:

- * recognition and acknowledgement of good performance;
- * enhancement of satisfactory performance;
- * continual development of faculty who are performing satisfactorily to further their own growth;
- * improvement of performance;
- * promotion of professionalism.

The faculty has the professional responsibility to play a central role in evaluating their peers. Only through the mutual effort of faculty and administration can the goal of promoting quality education be achieved. Adherence to this policy assures that only highly qualified professional staff will be recommended for tenure to the Board of Trustees of the Peralta Community College District.

[This policy can only be changed or modified after consultation between the Peralta Federation of Teachers and the District Academic Senate; such changes or modifications must also be negotiated between the PFT and the Peralta District.]

B. STATEMENT OF FACULTY EXCELLENCE

The basis for review of probationary faculty is composed of four categories collectively containing 30 criteria for assessing performance: knowledge base; application of knowledge base; motivation and interpersonal skills; and professional responsibilities.

The faculty and the administration of the Peralta Community College District affirm the following definition of teaching excellence.

1. Knowledge Base

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses or those serving in another capacity:

- a. Are knowledgeable about their work areas and disciplines.
- b. Are knowledgeable about how students learn.
- c. Are current in their field.
- d. Provide perspectives that include a respect for diverse views.
- e. Do their work in a well-prepared and well-organized manner.

2. Application of Knowledge Base

Excellent faculty members of Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses or those serving in another capacity:

- a. Make the material intelligible, interesting, and relevant to the students.
- b. Continually assess the teaching-learning process and modify strategies as necessary to retain student interest, stimulate independent thinking, and encourage students to be analytical.
- c. Use clear, explicit criteria, relevant to the subject matter, to evaluate students' work fairly and equitably to ascertain effective learning of the material presented.
- d. In addition, excellent librarian faculty members of the Peralta Community College District:
- e. Provide reference services and library instruction that are appropriate to the needs of students, faculty and staff; possess thorough, up-to-date, working knowledge of reference materials and resources, service practices, and instructional techniques.
- f. Seek evaluative feedback from students, faculty, and staff regarding the contribution of the library to their information needs and to students' classroom performance.
- g. Regularly evaluate the breadth, composition, and organization of the library collection, and the array of services offered to the campus community, to identify and implement improvements wherever possible.

3. Motivation and Interpersonal Skills

Excellent faculty members of Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses or those serving in another capacity.

- a. Are enthusiastic about their work.
- b. Are committed to education as a profession.
- c. Set challenging performance goals for students.
- d. Project a positive attitude about students' ability to learn.
- e. Treat students with respect and recognize they operate in a broader perspective beyond the classroom.
- f. Respect diverse talents and accommodate cultural and individual differences.
- g. Are available to students.
- h. Listen attentively to what students say.
- i. Are responsive to student needs.
- j. Are fair in their evaluation of student progress.
- k. Present ideas clearly.
- l. Create a climate that is conducive to learning.

4. Professional Responsibilities

Excellent faculty members of Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses or those serving in another capacity:

- a. Display behavior consistent with professional ethics; listed in the AAUP Code of Ethics.
- b. Work collaboratively with colleagues by participating in a variety of academic projects, for example, attend discipline meetings, and participate on departmental and District committees and projects.
- c. Keep abreast of changing knowledge base of their discipline/program and develop curriculum to keep programs current.
- d. Participate in non-classroom responsibilities, including attendance at discipline, department, division, college and District meetings, and governance committees and activities; understand that service on college and District committees, including those for hiring and evaluation, is an obligation of every faculty member.
- e. Maintain and expand their knowledge and skills in subject matter appropriate to their professional area.
- f. Adhere to approved course outlines, goals, and objectives.
- g. Be aware that the District expressly forbids sexual harassment of its students and employees by faculty, administrators, supervisors, staff, students or members of the general public. If an allegation of sexual harassment is substantiated, a violation of this rule may lead to personnel disciplinary actions including a letter of reprimand, suspension, or termination of employment in accordance with the California Ed. Code.

In addition to the common criteria stated above, responsibilities specific to the professional area of the faculty member are:

Instructors

At the first meeting of a course, instructors shall: distribute a syllabus to students describing course content, the times and places where office hours are held, the grading standards by which the work of students shall be evaluated, and other relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.

Counselors

Counselors shall: (1) clearly state the objectives of the counseling interview; (2) continually update referral resources for students; and (3) assume appropriate responsibility for the matriculation processes defined by the assignment.

Librarians

Librarians shall: (1) perform those duties and assume those responsibilities of the area to which they are assigned; and (2) be available for consultation with faculty, students, co-workers, managers, and others in need of their assistance.

College Nurses

College Nurses shall: (1) be knowledgeable of current methods of health care and disease prevention; (2) continually update community health resources for students; and (3) be knowledgeable and possess skill in assessing emergency situations, giving first aid, CPR, and other appropriate nursing care.

Statutory Basis: Education Code Sections 87660, 87661, 87662, 87663, 87664

Revisions approved by the Board of Trustees September 28, 1993; June 27, 1995; and June 13, 2000.

Administrative Procedures
for
Faculty Evaluations
of
Tenure Track Faculty

FACULTY EVALUATION PROCEDURES

FOR TENURE TRACK FACULTY

I. PARTICIPANTS -- THEIR RESPONSIBILITIES AND RIGHTS

A. TENURE REVIEW COMMITTEE

1. A Tenure Review Committee (TRC) shall be established for each probationary tenure-track faculty member (hereafter referred to as the "candidate"). The TRC committee: shall be established at the same time as the formation of the hiring committee; notified in writing of their selection; and confirmed by the date of hire.
2. The TRC shall be composed of four members, for at least years one and two of the probationary period:
 - a. A tenured faculty member serving on the hiring committee from the discipline, selected by the chair of the hiring committee. If a designee from the discipline is not available, a tenured faculty member from a closely related discipline may be selected. Should a replacement for this TRC member be required later in the tenure process, the President of the College Academic Senate shall appoint the replacement, using the criteria above.
 - b. An additional tenured faculty member from the discipline selected by the President of the College Academic Senate in consultation with the department or discipline of the candidate; if a designee from the discipline is not available, a tenured faculty member from a closely related discipline may be selected. If a faculty member with necessary expertise is not available at the candidate's college site, a tenured faculty member from another Peralta college may be selected.
 - c. One tenured faculty member designated by the College Affirmative Action Committee or College President, to assure that no Tenure Review Committee shall consist of all men or all women, or be all of the same ethnicity. In cases where this is not possible, committee composition must be approved by the Vice Chancellor of Human Resources, the DAS President and the Vice Chancellor of Educational Services.
 - d. The fourth member of the TRC shall be the Dean or the immediate supervisor of the candidate. The Dean shall vote only in case of a tie vote of the TRC faculty members.
 - e. Only one member of any TRC may be a retired tenured faculty member.
 - f. Faculty are limited to chairing three TRCs and to serving on a maximum of four TRCs during an academic year.
3. The TRC shall have the initial responsibility for determining whether a candidate meets or exceeds the standard for a tenured Peralta faculty member. It serves as the guiding group in the evaluation process which culminates in the tenure decision. The TRC makes its recommendations to the President of the College.
4. All TRC members are expected to attend all TRC meetings and conferences, but the process will not be invalidated and is not grievable if all members are not able to attend all meetings.
5. Responsibilities of the TRC Faculty Members
 - a. To carry out the evaluation process according to the Code of Ethics [*Sec. I.F.*].
 - b. To complete administration of classroom observations.
 - c. To expedite the student evaluation process.
 - d. To provide consultation with the candidate to give objective observation and plans for improving practice.
 - e. To write objective observations and summary statements.
 - f. To complete the required tenure review work on time.
6. Responsibilities of the TRC Chair
 - a. To be knowledgeable about the tenure review process and responsibility.
 - b. To provide leadership to develop, and be responsible for the preparation of, the Evaluation Plan after consultation with the candidate and the other TRC members.
 - c. To organize and carry out the TRC meeting schedule.

- d. To schedule classroom observations.
- e. To assure confidentiality of the TRC's work.
- f. To assure that all required documents are written on the approved District forms and are on file in the Vice President's office on time.
- g. To see that the timelines are met to ensure that the recommendation is made to the College President by the required date.

B. DEAN / ADMINISTRATIVE SUPERVISOR--RESPONSIBILITIES

1. Establishment of the TRC, in accordance with the TRC composition guidelines (set forth in Sec. I.A.1-2 above), is the responsibility of the Dean (or the immediate administrative supervisor of the candidate). Faculty selected to serve on the TRC shall be notified in writing of their selection.
2. The Dean shall call the first meeting of the TRC, at which meeting a faculty member shall be elected chair. The TRC meetings shall be scheduled at mutually agreeable times.
3. During the first two semesters, the Dean shall be responsible for the arrangement of the candidate's class assignment, in consultation with the TRC Chair. *[See Appendix B.]*
4. To serve as a regular member of the TRC and to keep the TRC membership stable. Should faculty members be unable to continue to serve due to illness, leaves, etc., the Dean shall work with the Faculty Academic Senate President to reconstitute the TRC and keep the work on target.
5. To meet regularly with the College Tenure Facilitator regarding the status of the TRCs in their area and to ensure that the standards used in all evaluations and portfolio documents are in compliance with the Statement of Faculty Excellence *[See Policy, Sec. B, above.]*. Any documents based on rumors or hearsay shall not be included in the portfolio and may not be used at all in the tenure review process.
6. To immediately inform the college Vice President of Instruction and the College Tenure Facilitator if they note any problems in compliance with timelines, guidelines or in any other tenure review areas, and work with the Vice President and College President to resolve such problems. If a complex problem cannot be solved at the college level, the Vice President of Instruction shall request a consultation meeting with the Faculty Academic Senate President, PFT President, and the Vice Chancellor of Educational Services.
7. At the beginning of the Spring semester, the Vice President of Instruction and the Faculty Academic Senate President serving as the Certification Committee, shall review the portfolios and certify whether the tenure review process has been followed for each candidate. If they cannot so certify or the portfolio for any candidate is not complete, they shall submit a written explanation to the College President. In the event that they are not satisfied that the tenure review process is being followed, they shall request corrective action on the part of the TRC.
8. In the rare case in which a TRC does not meet the requirement to complete the portfolio by January 31st, the Dean and Vice President of Instruction shall use the materials present in the portfolio, and, in consultation with the College Tenure Facilitator, may administer student evaluations and perform classroom observations to assure information needed, to make their tenure recommendation to the College President in a timely basis for recommendation to the Board of Trustees.

C. CANDIDATE FOR TENURE

1. Rights; The Candidate has the right to:
 - a. Be informed of the organization and procedures of the tenure review process, including all appeals processes and of the basis on which tenure decisions are made. S/he must be informed of what is expected of her/him during the probationary service period.
 - b. Be assigned a faculty mentor who shall serve as an independent advisor as needed during the tenure review process.
 - c. Have any weaknesses perceived by the Tenure Review Committee specifically identified.
 - d. Have the TRC tenure decisions based only on factors related to performance of the candidate's job.
 - e. Expect members of the Tenure Review Committee to adhere to the Tenure Review Code of Ethics, and to expect that they will strive to maintain objectivity, and that any decisions regarding tenure do not contravene established principles of academic freedom as defined in the AAUP guidelines.

- f. Have tenure decisions which are not based upon criteria which are arbitrary, capricious, or unreasonable.
 - g. Review and receive copies of all documents developed or received during the Tenure Review process. (The District may charge for actual cost of reproduction.)
 - h. Take any leave guaranteed to probationary employees under the Ed. Code, the PFT Contract, or other state and federal laws without adversely affecting their tenure process.
 - i. Challenge the appointment of one faculty member of the TRC. The candidate shall give notice of the challenge to the College Academic Senate President and the College Tenure Facilitator within three weeks of the first meeting of the candidate with the TRC, or as soon as substantiated evidence of non-objectivity of a TRC faculty member is shown. The College Academic Senate President shall appoint the replacement faculty member. The candidate may exercise a challenge during any year of the four-year tenure evaluation process, but only once during the tenure process unless just cause for an additional challenge is shown. If just cause exists, additional challenge(s) may be heard by the District Academic Senate Ethics Committee along with the College Vice President of Instruction. The committee shall decide by majority vote if just cause exists for an additional challenge.
 - j. Consult as necessary with the College Tenure Facilitator about questions or problems which arise.
2. Responsibilities; The Candidate is required to:
- a. Attend all orientation sessions, as well as all meetings and conferences scheduled with the Tenure Review Committee.
 - b. Participate fully in the development of the Evaluation Plan
 - c. Assemble materials for the portfolio including submitting materials used in classes, self-evaluations as called for in the Tenure Review Process, and other materials relevant to the tenure decision.
 - d. Join with the Tenure Review Committee in creating an improvement plan to address any identified weaknesses, and to participate in the activities agreed upon in the plan. The candidate is required to cooperate with the TRC in the implementation of any improvement plan.
 - e. Maintain a professional and collegial relationship with the members of the Tenure Review Committee.
3. A long term substitute who teaches a full academic year and is hired under contract the following academic year will be considered in their second probationary year (Ed Code 87478). In this or any case where a candidate has not been or will not be evaluated in each of four years of probationary status, additional evaluations should be done to make up for this lack of a full four year evaluation process.

D. COLLEGE TENURE FACILITATOR

1. A College Tenure Facilitator shall be jointly appointed by the PFT Representatives (with both PFT Representatives sharing one vote), the College Faculty Senate President, and the Vice President of Instruction, by majority vote. Qualifications for College Tenure Facilitator will preferably include experience in implementing and applying written regulations and procedures.
2. College Tenure Facilitator will serve for a period of one year and can be reappointed for three additional one-year terms. The College Tenure Facilitator cannot serve for more than four consecutive years.
3. Release time for College Tenure Facilitators shall be allocated jointly by the President of the District Academic Senate, the President of the Peralta Federation of Teachers (PFT), and the Vice Chancellor for Educational Services in proportion to the expected workload of each member. Consideration shall be given to the number of first, second and third-year TRCs that each Officer will be working with.
4. An aggregate 1.2 F.T.E. release time will be granted, District wide, for the four College Tenure Facilitators. Either side may reopen this section of the agreement if there is a significant change in the expected workload of this position.

Responsibilities of the College Tenure Facilitators

The College Tenure Facilitators shall be responsible for:

1. Training TRC members to ensure that they are knowledgeable about the tenure review process including techniques and appropriate criteria for evaluating faculty.
2. Monitoring the TRC's implementation of the tenure review process. Such monitoring shall include a meeting each term with each TRC, the candidate's peer advisor, and the college Vice President of

Instruction in order to review the TRC's activities including whether recognized standards are being applied in the evaluation process, and whether the TRC is following the tenure review process, procedures and timetables.

3. Meeting at least once each term with the candidate to assure that any concerns about the TRC or the tenure review process are addressed.
4. Reviewing each tenure track portfolio every two weeks to check on compliance with Tenure Procedure guidelines, timelines, and the Evaluation (or Improvement) Plan.
5. Checking that the standards used in all portfolio documents are in compliance with the Statement of Faculty Excellence [*see Policy, Sec. B, above*]. Any documents containing allegations based on rumors or hearsay will not be allowed in the portfolio and may not be used at all in the Tenure process.
6. Immediately informing the Dean and the College Vice President of Instruction if they note any problems with compliance with timelines, guidelines or other areas in any tenure review, and work with the Vice President to resolve such problems.
7. There shall be monthly meetings between the College Tenure Facilitators, the Vice Presidents, and the Vice Chancellor of Educational Services to review the portfolios and to identify problems and develop plans of action. The monthly meetings shall be scheduled at the beginning of the academic year. The President of the District Academic Senate (or designee) and the President of the Peralta Federation of Teachers (PFT) (or designee) may attend these meetings.

E. SUPPORT FOR THE TENURE REVIEW COMMITTEE

[See Appendix A.]

F. CODE OF ETHICS FOR MEMBERS OF THE TENURE REVIEW COMMITTEE

TRC Members shall:

1. Read all tenure review materials and follow all guidelines, timetables and procedures.
2. Be as objective as possible in the evaluations when personally observing classroom performance. Judgments shall not be based on rumor or hearsay.
3. Be constructive in their criticism, pointing out specific areas of weakness and recommending a plan for correcting those weaknesses within a reasonable time frame.
4. Take care to evaluate the candidate on professional conduct and ability to teach rather than personal characteristics unrelated to job performance, such as general lifestyle, religious beliefs, sexual preferences, political affiliations, and social customs.
5. Recognize that the candidate may have a different philosophy of education and teaching style than theirs. The main concern should be the effectiveness of the candidate in the classroom.
6. Disqualify themselves if they believe they are prejudiced toward a candidate.
7. Decline to serve on the TRC for a candidate if they know that relatives or close friends have successfully or unsuccessfully applied for the position held by the candidate.
8. Respect the confidentiality of the tenure process, with evaluations and the views of members regarded as private information.

G. REPLACEMENT OF TRC MEMBERS

1. If a faculty member of the TRC is challenged, becomes unable to perform his/her responsibilities due to illness or injury, becomes an administrator, takes a leave, resigns, retires (and becomes the second retired TRC faculty member), or must be replaced for any other reason, a replacement shall be designated by the College Academic Senate President.
2. At the end of the second year of probationary status, if the prior years' overall performance ratings of the candidate have been "Satisfactory" (CCF. II.A.11.a) or "Superior", the TRC may determine to proceed with two faculty members and the Dean in probationary years three and four. In choosing the two continuing faculty members on such committees, the affirmative action guideline in 1.A.2.c shall apply, and all three faculty members on the TRC must agree on the choice.

Regarding divisions of the TRCs with only two faculty members, if the faculty members on the TRC do not reach consensus, the Dean may vote in case of a tie vote.

3. A faculty member of a TRC may be removed if they are not performing their duties satisfactorily or timely. Such removal must be approved by a majority of the Faculty Senate President, the College President, and a designated PFT college representative. Such removal is not grievable. Anyone involved (Tenure Track Candidate, TRC Chair, TRC member, Administrator on TRC, or Tenure Facilitator) can begin the process to remove a TRC member by informing the Tenure Facilitator in writing. The College Tenure Facilitator should be the one who calls together the meeting to decide removal. If a TRC member is removed, a replacement shall be designated by the President of the College Academic Senate.
4. If a candidate files a grievance or appeal and there is a finding that the TRC has exceeded its authority or acted with prejudice towards the candidate, the College President may remove committee members as part of a resolution of the grievance, provided such resolution is agreed to by the candidate and the PFT Grievance Officer.

H. ADMINISTRATIVE OVERSIGHT RESPONSIBILITY/IMPLEMENTATION

1. The Vice Presidents and the Vice Chancellor of Educational Services shall provide on-going oversight, orientation and consultation as needed to support consistency and improvements in the evaluation process across the colleges. This oversight responsibility shall include:
 - a. Providing in-service training for new Deans and TRC chairs to ensure that they are knowledgeable about the tenure review process, in cooperation with the College Tenure Facilitators.
 - b. Responsibility for monitoring the TRC's implementation of the tenure review process at all college sites.
 - c. Annual evaluation of process and recommendations for change, in consultation with the PFT, regarding ongoing improvement of practice.
 - d. Institutional support for the candidate. *[See Appendix C.]*
 - e. If allegations of a procedural violation are presented to the College President or designee or to the Vice Chancellor for Educational Services or designee, an investigation shall be conducted to determine the accuracy of the allegation. If the College President or the Vice Chancellor of Educational Services concludes that a violation of tenure track review procedures has occurred, the College President or the Vice Chancellor for Educational Services shall have the authority to require that one or several parts of the evaluation procedure be redone. In addition, the College President or Vice Chancellor for Educational Services may initiate the removal procedures as provided in Section G.3 of this Tenure Track Faculty Policy/Procedures.
2. The Vice Chancellor of Educational Services and the College Vice Presidents shall be responsible for ensuring that a tenure review orientation is provided each academic year, in cooperation with the College Tenure Facilitators. New Deans, new TRC chairs and members, and new candidates are required to attend said orientation. The tenure review orientation shall include the purpose of evaluation and tenure review activities, the procedures and forms employed, and the timelines required. The orientation shall be one component of the staff development program for new faculty. *[See Appendix C.]*

I. FACULTY MENTORS

1. The College and/or department/discipline shall establish a pool of faculty volunteers who agree to serve as unpaid Faculty Mentors to assist new faculty members.
2. The candidate may choose to have a Faculty Mentor, but has the option to decline.
3. If desired, the Dean shall appoint the Faculty Mentor from said pool or from suggestions by others, including the probationary faculty member.
4. The Faculty Mentor is available to provide assistance to the candidate in such areas as:
 - a. styles and strategies of teaching;
 - b. theories and styles of student learning;
 - c. multi-cultural issues related to student learning and teaching strategies;
 - d. district and college policies and procedures;
 - e. workshops, conferences, courses and classes;
 - f. introductions to colleagues;
 - g. development of the candidate's tenure portfolio;

h. help with student problems.

5. The Faculty Mentor may not serve on the candidate's TRC.

II. TENURE REVIEW PROCESS AND APPEALS

A. THE TENURE REVIEW EVALUATION PORTFOLIO

To support the stated goals of the evaluation system, each Tenure Review Committee, in conjunction with their candidate, will establish and develop an evaluation portfolio. This portfolio will serve as the evidentiary base for all evaluation and tenure decisions. All components of the evaluation process discussed below will be gathered and placed in the portfolio.

The portfolio shall be established at the first meeting of the TRC and the candidate.

The portfolio shall be held confidential in a locked cabinet in the college Vice President of Instruction's Office and shall be available for viewing to members of the TRC and other authorized personnel as needed.

The Vice President of Instruction shall establish reasonable procedures for monitoring and protecting the integrity of the portfolio. The portfolios are to remain in the office of the Vice President of Instruction, except for temporary removal for TRC conferences with the candidate, or for review by the College Tenure Facilitator, TRC chair, Vice President, College President or Vice Chancellor for Educational Services. A log shall be kept by the Vice President's staff in noting temporary removal of the portfolios by authorized persons.

The portfolio shall be available, with reasonable notice, for the candidate to review, as well as for review by the TRC members. (In the event of a grievance or appeal, the portfolio shall also be available for viewing by the candidate's authorized representative of the PFT. Copies of documents shall be provided at cost upon request at any time to the candidate or TRC members. Copies should be marked as such and should be kept confidential.)

All evaluations should be placed in the files immediately after they are done. TRC members, including Administrators and TRC Chairs, should not hold onto evaluations or TR documents, but make sure they are put in the files immediately.

The portfolio shall be reviewed by the TRC with the candidate in accordance with established timelines.

Required elements of the portfolio:

1. Evaluation Plan
2. Transcriptions and tabulations of Student Evaluation Forms
3. Classroom Observations by TRC Members
4. Peer Evaluation Forms
5. Administrative Evaluation Forms
6. Self-Evaluation Forms
7. Non-Classroom Observation Forms (optional)
8. Tenure Review Conference Report Forms
9. Improvement Plan (if necessary)
10. Other documentary evidence
11. Recommendation Reports as described below.

1. Evaluation Plan (EP)

- a. The Evaluation Plan (EP)-- a written schedule of committee meetings, activities and visitations -- shall be jointly developed by the TRC and the candidate during the first three weeks of the candidate's first year.
- b. The EP shall be updated each year by mutual agreement between the TRC and the candidate.
- c. The EP shall incorporate a plan to measure the four evaluation criteria (*see pgs. 5-8*) which are the foundation of this evaluation process as they apply to the candidate's particular job responsibilities, and the EP shall contain timelines for the peer, student, administrative and self-evaluations, as well as a timeline for review of the candidate's portfolio.
- d. The EP must be approved by the College Vice President of Instruction.

2. Student Evaluations

- a. The Tenure Review Committee shall designate members of the Committee to administer and collect student evaluations. Different members of the Committee may be designated for different classes, and different members of the Committee may be designated for the same class during different evaluation cycles (mid-term, end of term, etc.) if necessary. Student evaluations are not to be conducted by an administrator.
- b. The candidate for tenure should be given, if possible, at least one week's notice that a member of the TRC will attend a class session in order to administer and collect student evaluations.

- c. The TRC member administering the evaluations will come to the class at least ten minutes before it ends. The candidate will leave the room. The TRC member will explain that student evaluations are being collected for the purpose of improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor only in compiled form and without identification of the student evaluator. The TRC member shall collect the student responses and dismiss the class.
 - d. The Student Evaluation forms along with an appropriate cover sheet shall be delivered immediately following the evaluation to the office of the Vice Chancellor of Educational Services for processing. **[See Appendix “H” hereto for On-line Faculty Evaluations.]** *[When the colleges obtain appropriate equipment, the processing of student evaluations may be shifted to the college Vice President of Instruction's office for expediency of return to the TRCs.]*
 - e. Short answer ratings shall be scored and averaged. A summary sheet shall be prepared for each class in which student evaluations were administered. All written comments will be transcribed in a list and attached to this same form which shall be returned to the TRC Chair to be placed in the portfolio.
 - f. Original student evaluations shall be returned to and retained by the Office of Instruction until tenure is attained or until one year after all appeals, grievances or challenges to the tenure decision are final, whichever is later.
 - g. As soon as possible following the administration and processing of student evaluations, the TRC shall meet with the candidate to discuss the student evaluations, and to update the Evaluation Plan in light of the student responses, as well as any other evaluation data gathered by the Committee.
 - h. The frequency of student evaluations shall be determined by the committee, but a minimum of three student evaluations during each of the first two semesters of the first full academic year, is required. For mid-year hires, these evaluations may begin the Spring semester preceding the first full academic year. If practical, each class taught by the candidate shall be given a student evaluation during the first two semesters.
 - i. Student evaluations shall be administered in accordance with the timetable specified in the Tenure Review process.
 - j. The form used for student evaluations shall be the approved District form.
 - k. TRC members may perform a Classroom Observation and distribute student evaluations during the same class period if desired.
 - l. See Appendix “H” to this Handbook regarding on-line faculty evaluations.
3. Classroom Observations by TRC Members
- a. Classroom observations by TRC members shall be conducted by members of the TRC in accordance with the timelines specified in the tenure review process. The frequency of classroom observations shall be determined by the TRC, as long as the timelines are generally followed. If practical, classroom observations shall be done in each class taught by the candidate during the first two semesters. The faculty members of the TRC shall each conduct classroom observations, and the Dean shall conduct at least one classroom observation.
 - b. Whenever possible, classroom observations shall be scheduled with at least one week advance notice to the candidate.
 - c. Whenever possible, the evaluator shall meet with the candidate in a pre-evaluation conference prior to the actual observation. The evaluator may obtain appropriate materials and/or information regarding course syllabi, outlines, objectives of the observed session and current examinations or quizzes. In the case of counselors, librarians, nursing staff, DSPS Coordinators, and Learning Disability Specialists, the evaluator may obtain materials used in the course of job performance.
 - d. The observer shall observe for a reasonable amount of time to obtain full understanding of job performance: (1) for classroom instructors -- at least one classroom or lab hour and preferably one full class period; (2) for counselors, librarians, and nurses -- a minimum of one hour.
 - e. A post-evaluation conference shall be scheduled between the evaluator and candidate in accordance with the timeline specified in the Tenure Review Policy. At that conference the observed performance shall be discussed in terms of the ratings given. If applicable, the candidate and the TRC may create a plan for improvement *[see Section II.A.9. for Improvement Plan]*.
 - f. The form used for Classroom Observation shall be the approved District form.
4. Peer Evaluations/Faculty Input from the Discipline and Input from Outside the Discipline.

- a. Peer Evaluations/input from the discipline will be invited on a voluntary basis from faculty teaching in the discipline at the college by the Dean and submitted to the TRC along with the Administrative Evaluation Form. The form used for input from faculty in the discipline shall be the approved District form.
 - b. The Faculty Mentor may use this form for input on the candidate which will become part of the candidate's portfolio.
 - c. If relevant, input from outside the discipline may be solicited by the candidate or members of the TRC. The form used shall be the approved District form.
 - d. All input from faculty must reflect the criteria set forth in the Statement of Faculty Excellence [*Policy, Sec. B, above*]. The Dean shall be responsible for assuring that nothing in the portfolio reflects allegations based on rumors or hearsay.
5. Administrative Evaluations
- a. In accordance with the timeline specified in the Tenure Review Policy, and as part of their duties as a member of the TRC, the Dean will complete the Administrative Evaluation form.
 - b. The administrator shall also perform at least one classroom or other (e.g., counselor, librarian, nurse) observation as a member of the TRC.
 - c. The College President may elect not to renew first and second year contracts for reasons other than non-performance; such as adjustment of a program due to lack of students, and fiscal and curricular needs.
6. Self-Evaluations
- a. Near the end of each term, the candidate shall provide the TRC with a written self-evaluation documenting her/his own perception of how s/he has satisfied the criteria for evaluation described in Section I.B. The form used for the candidate's self-evaluation shall be the approved District form.
 - b. The candidate is encouraged to share materials and activities not part of the formal evaluation process, especially those undertaken during times when the faculty member is not being evaluated.
7. Non-Classroom Observation Form (Optional)
- a. This form may be used for input by persons having personally observed the candidate in non-classroom settings, i.e., persons with direct knowledge, not hearsay or rumor.
 - b. The information submitted must be relevant to the Statement of Faculty Excellence [*see pgs. 5-8*].
8. Tenure Review Conferences/Reports
- a. The TRC and the candidate shall meet according to the schedule specified in the tenure review process timeline (*see Appendix D*) in order to discuss all aspects of the evaluation process. Additional conferences may be held.
 - b. The Chair of the TRC shall schedule such meetings at mutually agreeable times.
 - c. At these conferences, the TRC should:
 - 1) discuss student, peer and administrative evaluations
 - 2) develop any necessary improvement plan
 - 3) review progress on any previously developed improvement plan
 - 4) develop or update the Evaluation Plan if necessary.
 - d. All members of the TRC should participate in all tenure review conferences and all members of the TRC must be present when recommendations are made (*see Section II.A.11*).
 - e. The Chair of the TRC shall complete a Tenure Review Conference Report Form, and the members of the TRC and the candidate shall sign the Form to indicate that they have read it. Any member of the TRC or the candidate may append written comments to the Tenure Review Conference Report Form if they do not feel it reflects shared perceptions. The Tenure Review Conference Report Form, as well as any such written comments, shall be included in the faculty evaluation portfolio.
9. Improvement Plan
- a. If the TRC determines that a candidate is "below standards" or "unsatisfactory" in any portion of the Evaluation Plan (EP), the TRC must develop a specific plan for improvement.
 - b. The improvement plan (IP) shall be written and shall include specific recommendations and timetables for action. It shall also include a plan for the TRC to monitor the candidate's progress in implementing the improvement plan. The improvement plan shall conform to the Code of Ethics for members of the TRC (*Sec I.F.*) of this policy. The improvement plan must include student evaluations in each class taught by the candidate.
 - c. The improvement plan must be approved by a majority of the TRC.
 - d. The improvement plan must be presented to the candidate and Vice President at least six instructional weeks prior to any meeting at which the TRC makes a recommendation for termination. While the

candidate may appeal the improvement plan (*Sec II.C.1*), this six week timeframe will remain in effect unless the candidate wins his/her appeal.

- e. After a minimum of six instructional weeks of working towards the goals of the improvement plan, the TRC may determine that the candidate's progress in implementing the specific improvement plan is unsatisfactory, and may recommend termination in accordance with Ed. Code section 87610 (March 15th notification deadline).

10. Other Documentation

- a. Other documents should be included in the portfolio including representative samples of the candidate's handouts, exams, assignments, syllabi, and reading materials.
- b. If the TRC and the candidate have mutually agreed to include additional items to document the objectives of the EP, such documents should be submitted to the TRC at least one week prior to a tenure review conference. [*See Section II.A.8.*]
- c. A joint discussion of such documentation shall be part of the tenure review conference. [*See Section II.A.8.*]

11. Tenure Recommendation/Report(s)

- a. The TRC shall prepare a report on the candidate's progress rating together with their recommendation (see 11.b. below) on the District approved Summary Report Form. Their recommendation shall also be submitted to the Vice President and the College President on the District approved Certification form. The categories of evaluation ratings are:
 - 1) **“Superior” Performance** – surpasses requirements; exceeds expectations.
 - 2) **“Satisfactory” Performance** – meets all standards of excellence as described in this policy.
 - 3) **“Below Standards” of Performance** - does not consistently meet requirements and standards of excellence; marginal.
 - 4) **“Unsatisfactory” Performance** – does not meet requirements; ineffective.
- b. In accordance with the deadline specified in the Tenure Review Policy, or as appropriate, the TRC, by majority vote and by consensus if possible, must make one of the recommendations listed below (Ed. Code sections 87608, 87608.5, 87609). No abstentions shall be permitted.
 - 1) **Grant Tenure** - at the end of the four-year probationary period.
 - 2) **Continuation of Probationary Status** - at the end of year one of the probationary period for one additional year; at the end of year two of the probationary period for two additional years.
 - 3) **Termination of Service** – by March 15th of the first, second or fourth probationary year.
 - 4) After the recommendation is written, the TRC shall meet with the candidate to allow him/her the opportunity to respond to the report and to have the report added to the portfolio before the recommendation is forwarded to the College President.
 - 5) If the TRC is unable to agree upon a recommendation by January 31 of the first, second or fourth full contract year, the Vice President shall make a recommendation to the College President based on the material available in the portfolio at that time.

B. TENURE REVIEW OVERSIGHT/RECOMMENDATION CERTIFICATION

1. The TRC shall also submit a completed copy of the Tenure Review Summary Report Form to the Certification Committee composed of the Vice President of Instruction and the Academic Senate President to certify that the TRC has followed the required procedures and timetables, and applied the expected standards. In the event that the Certification Committee cannot so certify, the Vice President of Instruction must submit a separate report to the College President detailing their concerns.
2. The Certification form with the recommendations of the TRC shall be forwarded to the Certification Committee, the Vice President and the College President in accordance with the timeline specified in the Tenure Review Policy.
3. Should the College President not concur with the recommendation of the Tenure Review Committee he/she shall meet with the Vice President, Dean and the TRC chair to discuss his/her reasons. The Vice Chancellor of Educational Services shall then review all relevant documentation. A member of the TRC holding a majority view shall have an opportunity, equal to that of the College President, to defend the TRC's recommendation before the Vice Chancellor of Educational Services, who will make a recommendation to the Chancellor.
4. The College President shall forward his/her recommendation (to grant tenure, continue in probationary status, or terminate services), on the approved District Certification form, to the Vice Chancellor of

Educational Services and the candidate in accordance with the timeline specified in the Tenure Review Policy. The Vice Chancellor of Educational Services shall make a final recommendation report to the Chancellor on all tenure review decisions.

5. The Chancellor shall forward a final recommendation to grant tenure, continue in probationary status, or terminate services to the Board of Trustees prior to March 15th in accordance with provisions of Education Code Section 87608 & 87610.
6. The Board of Trustees shall make the final decision regarding tenure, termination or continuation of service by March 15th in accordance with provisions of Education Code Section 87610.

C. APPEALS

1. Appealing Part of the Portfolio.

- a. If a candidate for tenure believes that the content of a peer evaluation, administrative evaluation, evaluation plan, improvement plan, or other item in the portfolio has been unfair or in violation of the Tenure Review Committee Code of Ethics, s/he may file a written appeal, within thirty (30) working days after the candidate becomes aware of the conditions upon which the appeal is based, with the College Tenure Review Appeal Committee composed of the Vice President of Instruction, College Academic Senate President and PFT representative.
- b. The Vice President of Instruction shall notify the members of the Tenure Review Committee that the candidate has filed an appeal over an item in the portfolio. The College Tenure Review Appeal Committee shall attempt to resolve the appeal in an informal way at the college level.
- c. It shall be the responsibility of the Vice President of Instruction to communicate the findings of the College Tenure Review Appeal Committee to the candidate and to the members of the TRC within one week of reaching their decision. S/he will also assure that the College Tenure Review Appeal Committee's recommendations are implemented.
- d. If the appeal is not resolved informally at the college level within two weeks, the College Tenure Review Appeal Committee shall meet with the Vice Chancellor of Educational Services to review the appeal. They will be charged with investigating the allegations raised in the appeal and making a recommendation for action. The recommendation may include redoing one or several parts of the evaluation procedure or other appropriate remedial actions. They may also determine that the allegations of unfairness are groundless. The decision of this District appeal group shall be by majority vote. They will make their findings known as soon as is practicable, but no later than thirty (30) days after being formally charged with resolving the appeal.

2. Appealing Procedural Violations of the Tenure Review Process

The candidate should attempt to resolve an appeal of violations of the procedures in the tenure review process at the college level through the college Tenure Review Appeal Committee as set forth above (*see II.C.1.*). If the appeal is not resolved at the college level, the candidate may file a grievance within thirty (30) days after the candidate becomes aware of the condition upon which the grievance is based. To do so, the candidate shall use the formal grievance procedure as set forth in the current Peralta Federation of Teachers-Peralta Community College District contract. [*See Appendix G.*] Non-prejudicial procedural errors shall not serve to invalidate the recommendation of the TRC.

3. Appealing Denial of Tenure When The Candidate Alleges That The Decision was Unreasonable or Violated, Misinterpreted, or Misapplied District Policies

If a candidate alleges that a decision to not grant tenure or not continue in probationary status was unreasonable, or violated, misinterpreted, or misapplied any District policies or procedures, the candidate may appeal the negative tenure decision by filing a grievance using the formal grievance procedure defined in the current Peralta Federation of Teachers-Peralta Community College District contract. [*See Appendix G.*]

4. Reconsideration Procedure

- a. In the event that a decision not to grant tenure, or not to be given an additional probationary contract, results in a grievance which is resolved with a recommendation order that said decision requires reconsideration, the Vice Chancellor of Educational Services will form a Tenure Reconsideration Committee of the Vice President, College President and three faculty members, a majority of whom shall be from the discipline and, if possible, from the college. The candidate shall select a member of the committee, the President of the local Academic Senate shall select a member of the committee, and the administrator at the college in charge of the discipline shall select a member of the committee. The

candidate may challenge one member of the committee. (That member will be replaced by a new member nominated by the person who made the original nomination.) None of the members of the original Tenure Review Committee may serve on the Tenure Reconsideration Committee. The Tenure Reconsideration Committee must be approved by the Vice Chancellor of Human Resources.

- b. The Tenure Reconsideration Committee shall review the specific policy provisions or procedures found to have been violated to determine the degree to which such violation was prejudicial in the tenure decision. The Tenure Reconsideration Committee may meet with the candidate to discuss the contents of the portfolio, or interview members of the original Tenure Review Committee, if they deem it useful. The Tenure Reconsideration Committee members may conduct classroom visitations, collect additional student evaluations, and request completion of a self-evaluation form by the candidate if they determine that additional documentation is required.
- c. The Tenure Reconsideration Committee shall determine whether or not to recommend the granting of tenure or continued probation, or to reaffirm the decision not to grant tenure or continue probation, within ninety (90) days of the formation of the Tenure Reconsideration Committee.

D. RIGHTS OF PFT

The PFT may designate representatives to attend and observe any meetings conducted as part of the Tenure Review process even over objection of candidate.

E. TIMELINES FOR TENURE REVIEW

The timelines in the Appendix are intended to be a guide to the tasks that need to be performed. They provide a recommended schedule for accomplishing those tasks. Tenure Review Committees may decide to complete the various steps of the process somewhat earlier than the timelines provide, and special circumstances may necessitate a later schedule. To provide needed flexibility, the written timelines shall be adhered to within a period of five working days before and five working days after the dates stated in the timeline, absent unavoidable circumstances preventing this adherence.

The timelines below have been established to allow TRC members to evaluate the candidate, identify areas that may need improvement, schedule further evaluations if necessary, meet to prepare their report, and present their report to the College President in time for the President to make his/her recommendation to the Chancellor and to the Board of Trustees.

In the case of a mid-year hire, the TRC is encouraged to begin the evaluation process the candidate's first semester, and all evaluations done that semester will count towards work done the first probationary year. However, the four-year tenure review process is based on academic years and does not formally begin until July 1st following the mid-year candidate's date of hire.

The timeline is important to the overall process, but it is not intended to be a technicality by which the entire process can be invalidated. Non-prejudicial procedural errors shall not serve to invalidate the recommendation of the TRC.

If for any reason the TRC fails to perform its duties and complete the required evaluations, the Vice President of Instruction shall be responsible for forwarding a recommendation to the College President based on all documents in the portfolio at the time. *[See II.A.11.b.(5).]*

The appeals process (*Sec. II.C.*) includes provisions which are designed to promptly address inappropriate deviations from the established timeline, to address issues of bias, and to correct any such problems as soon as possible. Every effort should be made to resolve issues within the TRC, at the College level, prior to invoking the appeals procedures.

[See Appendix D for Timeline Guidelines and Sample Semester Timelines.]

Approved by Board of Trustees November 26, 1991

Revised 8-31-93

Revisions approved by the Board of Trustees September 28, 1993

Revisions approved by Board of Trustees June 13, 2000

Minor Revisions 8-2-05 and 2-22-12

APPENDICES

to

PART ONE

Tenure Track Faculty Evaluations

APPENDIX “A”

SUPPORT FOR THE TENURE REVIEW COMMITTEE

1. TRC Stipends/Compensation.

TRC Chairs shall receive a stipend of \$600 per full academic year, and other faculty TRC members shall receive a stipend of \$500 per full academic year. All TRC stipends are paid at the end of the academic year, after the College Tenure Facilitator has reviewed the portfolio and verified that all work has been completed. Stipends for those serving less than a full academic year will be prorated for the months actually served.

The Tenure Facilitator will validate the work of each TRC member to the Office of Vice Chancellor, Educational Services, which is responsible for seeing that the TRC stipends are paid.

2. If a faculty member is chosen from another Peralta College, the faculty member may be compensated for mileage as per the PFT contract.

APPENDIX “B”

CLASS ASSIGNMENTS

During the first two semesters, the candidate's teaching schedule and class assignments shall be arranged by the Dean in consultation with the TRC Chair. It is the intent of this policy that the teaching assignments during the first two semesters allow the candidate sufficient preparation time for a fair and reasonable evaluation. The candidate may not grieve this teaching schedule.

APPENDIX “C”

INSTITUTIONAL SUPPORT FOR CANDIDATE

Institutional support is defined as support from the College or District, or both, and shall include, but not be limited to, appropriate and adequate tenure review orientation.

APPENDIX “D”

GUIDELINES FOR TENURE REVIEW TIMELINES

See pgs. 27-31, attached--

- *Overview of Four-year Tenure Review Process of Evaluation*
- *Two Full Sample Semester Timelines –*
 - *Fall 2014 and Spring 2015 (2 pgs. each)*

Four Year Overview of Peralta’s **TENURE REVIEW PROCESS**

DISTRICT APPROVED FORMS	YEAR 1 Dates/Activities for Year	YEAR 2 Dates/Activities for Year	YEAR 3 Dates/Activities for Year	YEAR 4 Dates/Activities for Year
1. EVALUATION PLAN <i>[White-sample]</i>	1. TRC meets/develops Eval. Plan w/candidate by end of 3rd week 2. Eval. Plan to be given to Candidate, Tenure Facilitator & Vice President	1. TRC meets/develops Eval. Plan w/candidate by end of 3rd week 2. Eval. Plan to be given to Candidate, Tenure Facilitator & Vice President	Same as year 2	Same as years 2 & 3 <i>[to be completed in Fall term]</i>
2. STUDENT EVALUATION OF INSTRUCTOR <i>[Scantron form-Orange, pink or white, as applicable]</i>	1. Each class taught or min. of 3 sets each of 1 st two semesters in 1 st acad. yr. 2. No. to be determined for counselors, librarians, DSPS cnslrs/coords, nurses, etc. (Approx. 4 sets of 10 evals.)	1. 3 classes per acad. yr. for teaching faculty 2. No. to be determined for counselors, librarians, DSPS cnslrs/coords, nurses, etc. (Approx. 3 sets of 10 evals)	Same as year 2	Same as years 2 & 3 <i>[to be completed in Fall term]</i>
3. CLASSROOM [or Faculty] OBSERVATION FORM for TRC Members <i>[Blue (or White)]</i>	1. Each class taught for teaching faculty or min. of 3 each of 1 st two semesters in 1 st academic year. 2. No. to be determined for counselors, librarians, DSPS cnslrs/coords, nurses, etc. (Approx. 4 evals.)	1. 3 classes per acad. yr. for teaching faculty 2. No. to be determined for counselors, librarians, DSPS cnslrs/coords, nurses, etc. (Approx. 3 evals.)	Same as year 2	Min. of one in Fall semester for admin. on TRC, and min. of one for faculty on TRC <i>[to be completed in Fall term].</i>
4. PEER EVALUATION REPORT <i>(for other non-TRC faculty in discipline)</i> <i>[Buff]</i>	Optional	Optional	Optional	Optional
5. ADMINISTRATIVE EVALUATION RPT. <i>(Immediate supervisor of candidate)</i> <i>[White]</i>	Prior to end of Fall term	Prior to end of Fall term	Same as year 2	Same as years 2 & 3
6. CANDIDATE SELF-EVALUATION RPT. <i>[White]</i>	Each term	Each term	Each term	Fall only
7. NON-CLASSROOM OBSERVATION/ INFORMATION REPORT FORM <i>[White]</i>	Optional	Optional	Optional	Optional
8. CONFERENCE REPORT FORM <i>[Green]</i>	All TRC meetings with Candidate <i>[Mtgs to be held ASAP after evaluations done]</i>	All TRC meetings with Candidate <i>[Mtgs to be held ASAP after evaluations done]</i>	All TRC meetings with Candidate <i>[Mtgs to be held ASAP after evals. done]</i>	All TRC meetings with Candidate <i>[Mtgs to be held ASAP after evals. done]</i>
9. SUMMARY REPORT <i>[Goldenrod]</i>	Prior to end of Fall term	Prior to end of Fall term	Same as year 2	Same as years 2 & 3
10. CERTIFICATION FORM <i>[Yellow]</i>	Complete same time as Summary Report	Complete same time as Summary Report	Complete same time as Summary Report	Complete same time as Summary Report

[Note: Numbers of evaluations are minimums; OK to do more, and may be necessary to do more under certain circumstances.] rev.8-10-06

TIMELINE FOR TENURE REVIEW/FACULTY EVALUATIONS

Fall 2015 Semester

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUNDAY
AUGUST 17	18	19 Professional Day – District Day & TR Orientation	20 Professional Day – At the Colleges	21 Professional Day – At the Colleges	22-23
24 <i>Classes Begin— Fall 15 Semester</i>	25	26	27	28	29-30
31	SEPTEMBER 1	2	3	4 <i>TRC to have met w/Cand. to do Evaluation Plan;</i>	5-6
7 HOLIDAY— Labor Day	8	9	10	11 <i>Completed Eval. Plan to be sent to Candidate, Vice Pres., & Tenure Facilitators (TF)</i>	12-13
14 <i>1st Set of Student Evaluations and a Fac./Classroom Observation to be done this week (SEIs go to D.O. for processing)</i>	15	16	17	18 <i>VPI & TF to have approved Eval. Plan & distributed copies to TRC Chair & Candidate</i>	19-20
21	22	23	24	25	26-27
28	29	30	OCTOBER 1	2 <i>TRC Conf. w/Candidate to review Evaluations ASAP after Stud. Eval. (SEI) Report is received by TRC Chair</i>	3-4
5 <i>2nd Set of Stud. Eval. (SEI) & Faculty Classroom Observation to be done this week (SEIs go to D.O. for processing)</i>	6	7	8	9	10-11

(FALL 2015 – continued)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUNDAY
OCTOBER 12 <i>Peer Eval's. to be sent by Dean to faculty in Candidate's discipline</i>	13	14	15	16	17-18
19	20	21	22	23 <i>TRC Conf. with Candidate to review Eval's. ASAP after rec't. of SEI Report by TRC Chair</i>	24-25
26 <i>3rd Set of Stud. Evaluations (SEIs) & Fac./Classroom Observation to be done this week (SEIs go to D.O. for processing)</i>	27	28	29	30	NOVEMBER 31- 1
2	3	4	5	6	7-8
9 <i>Admin. Eval. & Peer Eval.'s to be done & put in TR Portfolio</i>	10	11 HOLIDAY – Veteran's Day	12	13 <i>TRC Conf. with Candidate to review Eval's. (ASAP after rec't.) of SEI Report by TRC Chair</i>	14-15
16 <i>Candidate's Self Eval. to be done & given to TRC Chair</i>	17	18	19 <i>TRC to have completed Summary Report</i>	20 <i>TRC Conference to review all eval's; Summ. Rpt., & for all to Sign Cert/Rec. form</i>	21-22
23	24	25	26 HOLIDAY— Thanksgiving	27 HOLIDAY— Thanksgiving	28-29 HOLIDAY— Thanksgiving
30	DECEMBER 1	2	3 <i>Candidate's Response* to TRC Rec. due *(if desired)</i>	4 <i>Summary Report & Cert. Rec. to TR file or TF before <u>Holidays</u></i>	5-6
7	8	9	10	11	12-13 <i>Final Exams Begin</i>
14 <i>Final Exams</i>	15 <i>Final Exams</i>	16 <i>Final Exams</i>	17 <i>Final Exams</i>	18 <i>Final Exams/ Instruction Ends</i>	19-20
21	22	23	24 HOLIDAY Christmas Eve	25 HOLIDAY BREAK	26-27 HOLIDAY BREAK
28 HOLIDAY BREAK	29 HOLIDAY BREAK	30 HOLIDAY BREAK	31 HOLIDAY BREAK	JANUARY 1 HOLIDAY BREAK	2-3 HOLIDAY BREAK

Spring 2016 Semester

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUNDAY
JANUARY 4	5	6	7	8	9-10
11	12	13	14	15	16-17
18	19	20	21	22	23-24
HOLIDAY— MLK, Jr. B-Day		Professional Day – District	Professional Day – At the Colleges	Professional Day – At the Colleges	
25	26	27	28	29	30-31
<i>Classes begin Spring 2015 Semester</i>					
FEBRUARY 1 <i>(If necessary or for 1st yr TT cand.] 4th Stud. Eval & Addit. Faculty Classrm. Obs. to be done</i>	2	3	4	5	6-7
8	9	10	11	12	13-14
<i>(If necessary or for 1st yr TT cand.] 5th Stud. Eval & Addit. Faculty Classrm. Obs. to be done</i>				HOLIDAY— President’s Day	HOLIDAY— President’s Day
15	16	17	18	19	20-21
HOLIDAY— President’s Day	<i>VC-ES meets with TFs to review all TRC Certs./Recs.</i>				
22	23	24	25	26	27-28
	<i>VC-ES to have reviewed and sent all TR Certs./ Recs. to Chancellor</i>			<i>If necessary or for 1st yr TT cand.] 6th Stud. Eval & Addit. Faculty Classrm. Obs. to be done</i>	
29	MARCH 1	2	3	4	5-6
<i>TRC Conf. to review file & evaluations</i>				(

(Spring 2016– continued)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUNDAY
7 <i>[If nec., addit.] Fac/Class. Obs. &/or Stud. Evals to be done (SEIs go to D.O. for processing)</i>	8	9	10	11 IF APPLICABLE, NOTICES OF NON - RENEWAL OF CONTRACTS GO OUT	12-13
14	15	16	17	18	19-20
21 Spring Break Begins	Spring Break	Spring Break	Spring Break	Spring Break	26-27 Spring Break Easter Sunday
28	29	30	31 HOLIDAY Cesar Chavez Day	April 1	2-3
4	5	6	7	8	9-10
11 <i>Candidate's Self Evaluation due</i>	12	13	14	15 <i>TRC Conf. with TT Candidate & TF to review portfolio</i>	16-17
18	19	20	21	22	23-24
25 <i>All docs. must be in file in VPI's Office; TFs verify for TRC Stipends</i>	26	27	28	29	30-May 1
2	3	4	5	6	7-8
9 <i>TFs to verify to VCES that all docs are in files & all TR work done (for TRC Stipends)</i>	10	11	12	13	14-15
16	17	18	19	20 HOLIDAY-- Malcolm X B-Day	21-22 <i>Final Exams Begin</i>
23 <i>Final Exams</i>	24 <i>Final Exams</i>	25 <i>Final Exams</i>	26 <i>Final Exams</i>	27 <i>Final Exams/ Semester Ends</i>	28-29
30 HOLIDAY -- Memorial Day	31				

APPENDIX “E”

*(See Key Below)

DISTRICT APPROVED TENURE REVIEW / FACULTY EVALUATION FORMS*

<u>Evaluation Forms for TENURE TRACK Faculty</u>	<u>Special Evaluation Forms For TENURE TRACK Faculty</u>	<u>NON-TENURE TRACK -- PART-TIME & TENURED FACULTY</u>
<p style="text-align: center;"><u>TENURE TRACK</u></p> <p style="text-align: center;"><u>“TT INSTRUCTOR”</u></p> <ol style="list-style-type: none"> 1. Evaluation Plan (sample) 2.a. Student Evaluations (Orange Scantron) OR 2.b. Student Evaluation of ESL Instructor (Pink Scantron) OR 2.c. Online Evaluations 3. Faculty/Classroom Observation (by TRC/Eval. Team Member) 4. Peer Evaluation 5. Administrative Evaluation 6. Candidate’s Self-Evaluation 7. Non-Classroom Observation 8. Conference Report 9. Summary Report 10. Certification Form 11. TRC Improvement Plan Template <p>.....</p> <p><u>Other TR-Related Forms</u></p> <p><i>Also used in the Tenure Track Faculty Evaluation process are the following forms:</i></p> <ul style="list-style-type: none"> Calendar (showing 4-yr overview of Tenure Review. Process) Calendar (showing timelines for Fall or Spring semesters) Cover Sheets (for submitting Student Evaluations to District Office for Processing) 	<p style="text-align: center;">ALL FORMS SAME AS WITH “INSTRUCTOR” SET except for the following specialty forms that replace the corresponding numbered form in the Instructor forms listed to the left:</p> <p style="text-align: center;"><u>COUNSELOR</u></p> <ol style="list-style-type: none"> 2. Student Evaluation of Individual Counseling Session, and Counselor Performance Eval. (by TRC / Eval. Comm. Member) <p style="text-align: center;"><u>LIBRARIAN</u></p> <p>Student Evaluation of Library Instruction/Assistance, and Classroom/Professional Observ. (by TRC / Eval. Comm. Member)</p> <p style="text-align: center;"><u>DSPS/EOPS COUNSELOR</u></p> <p>Student Evaluation of Individual DSPS/EOPS Cnslg. Session DSPS/EOPS Cnslr. Faculty Observ. (by TRC / Eval. Comm. Member)</p> <p style="text-align: center;"><u>DSPS/EOPS COORDINATOR</u></p> <ol style="list-style-type: none"> 2. Student Evaluations Not Applicable — (Coord. Does not teach/counsel students) DSPS/EOPS Coord. Faculty Observ. (by TRC / Eval. Comm. Member) <p style="text-align: center;"><u>LD SPECIALIST</u></p> <ol style="list-style-type: none"> 2.a. Student Evaluations- (Orange Scantron) 2.b. Student Eval. Of Advising Session (with LD Specialist) 3. LD Specialist Faculty Obs. (by TRC / Eval.Comm. Member) <p style="text-align: center;"><u>NURSE</u></p> <ol style="list-style-type: none"> 2. Student Evaluations of College Nurse 3.a. Faculty Observation Form (For Health Disc. Observers) 3.b. Faculty Observation Form (For Non-Health Disc. Observers); and 12. Consent to be Observed <p style="text-align: center;"><u>LEARNING ASSISTANCE</u></p> <ol style="list-style-type: none"> 2. Student Evaluations of Learning Assistance Session <p style="text-align: center;"><u>ARTICULATION OFFICER</u></p> <p>Articulation Officer—Faculty Obs. Form</p>	<p style="text-align: center;"><u>Part-Time and Tenured Faculty</u></p> <p><i>[New Forms and Procedures, Pursuant to Art. 30, Sec. H of the PFT CBA, streamlined eff. Feb. 2, 2009, and further revised, eff. Jan. 2012.]</i></p> <p>The following forms are to be used by Evaluation Teams which evaluate Part-Time and Tenured Faculty.</p> <p style="text-align: center;"><u>“P-T & Tenured INSTRUCTOR”</u></p> <p>Student Evaluations (w/cov.pg.) Faculty/Classroom Observation** Administrative Evaluation** Self- Evaluation** Summary Report Form [5-pt]**</p> <p style="text-align: center;"><u>“P-T & Tenured COUNSELOR”</u></p> <p>Faculty Observation of Counselor** Administrative Eval. Of Counselor**</p> <p style="text-align: center;"><u>“P-T & Tenured LIBRARIAN”</u></p> <p>Faculty Observation of Librarian** Administrative Eval. Of Librarian**</p> <p>Other than Student Evaluation forms, the above “P/T & Tenured” forms are NOT the same forms as used with Tenure Track faculty.</p> <p><i>[Note: Additional special forms for evaluating non-classroom faculty may be developed, and if so, will appear on the Peralta/Ed Services webpage as they are developed and approved.]</i></p> <p style="text-align: right;">**[New Forms, 1/12] ***New Forms 2014</p> <p>.....</p>

NOTE 1: The nos. of the forms above (2nd/middle column) refer to the corresponding forms numbered similarly in the “INSTRUCTOR” list (1st column above left). The same forms are used for all teaching and non-teaching Tenure Track faculty for Forms nos. 4-10, as shown on the “Instructor” list above.

NOTE 2: All faculty evaluation forms are available on the Peralta web page under Educational Services at: and at:

<http://web.peralta.edu/educationalservices/files/2010/08/TR-Handbook-2013-14-Faculty-Evaluations-Policies-and-Procedures-Handbook.pdf>

APPENDIX “F”
RECOMMENDATIONS FOR NEW FORMS AND CHANGES TO EXISTING FORMS

1. Should any faculty group or administrator recommend the creation of a new form for evaluation or recommend changes in existing forms or student evaluations, such recommendations must be made in writing to the College Vice President of Instruction and the Vice Chancellor of Educational Services who will confer with the other college Vice Presidents of Instruction and the appropriate PFT representative and College Tenure Facilitators.
2. If approved by the Vice Chancellor of Educational Services and the appropriate PFT representative, the revised/new forms will be distributed to all Deans and TRC Chairs, and will be used in all subsequent evaluations to which they apply.
3. Whenever possible, all forms (other than Scantron Forms) shall be available on disc (or on-line) to be filled out on a computer. However, the District approved forms cannot be altered in form or substance other than in spacing available for responses. If any evaluation form is found to be altered, it may be removed from the portfolio or be required to be rewritten on the approved District form. Once signed, the originals of all forms shall remain in the portfolio. (*Sec. II.A.*)

APPENDIX “G”
FILING A GRIEVANCE –
[IF APPEALS CANNOT BE RESOLVED AT THE DISTRICT LEVEL]

1. When filing a grievance, it is highly recommended that the candidate confer with the PFT grievance officer on his/her campus. In the event that the grievance is not resolved to the candidate's satisfaction within the District, the decision to take the grievance to binding arbitration is left to the PFT Executive Council or to the candidate, as the case may be. The candidate is entitled to pursue a matter to arbitration with or without the representation of the PFT. If a candidate pursues a grievance to arbitration, the PFT shall have access to all information in the portfolio. The arbitrator is without power to grant tenure except for failure to give notice on or before March 15th. Also, when the union does not initiate the arbitration, the District shall require the employee to file adequate security to pay the employee part of the cost of arbitration (Ed. Code 87610). Any final decision reached as a result of the grievance procedure shall be subject to review pursuant to Section 87611 of the Ed. Code.
2. If the grievance is resolved in favor of the candidate, the College President shall work with the candidate and the PFT grievance officer to implement the decision. For this purpose, the College President shall have the authority to require that one or several parts of the evaluation procedure be redone, or other appropriate remedial actions, including replacement of members of the TRC with consent of the candidate and the PFT grievance officer.

APPENDIX “H”
TRC Improvement Plan Template

PART TWO:

Part-Time and Tenured Faculty Evaluations Policy & Procedures

[The current procedures for evaluating Part-time and Tenured Faculty were streamlined in a Side Agreement signed February 2, 2009; were further clarified in negotiations during 2011; and are those contained herein that were agreed upon in a Side Agreement signed December 19, 2011. The procedures which follow are those to be used for evaluating all Part-time and Tenured Faculty, effective January 2012, and thereafter.]

PART TWO:**INTRODUCTION TO
PART-TIME AND TENURED
FACULTY EVALUATIONS**

Evaluation of faculty is consistent with the Community Colleges' mission of educational excellence as required by Section 87663 of the Ed. Code. The purpose of the evaluation of part-time and tenured faculty is to benefit the faculty member through peer review. The primary objective is to evaluate the faculty member's effectiveness in relationship to good teaching, currency in the field, department/discipline responsibilities, effectiveness of service to students, the departments/disciplines and the college. The evaluation is the joint responsibility of the Vice President/Dean or his/her designee and the department/discipline faculty. The most positive effects of the evaluation will be obtained at the department/discipline level and accrue to the individual. The evaluation should recognize the accomplishments of tenured and part-time faculty, and make recommendations for correcting deficiencies.

The current procedures for evaluating part-time faculty are the same procedures as those for evaluating tenured faculty, that were streamlined in a Side Agreement signed February 2, 2009, and were further clarified in negotiations during 2011, and attached to a Side Agreement dated December 19, 2011. Both Side Agreements are contained in Part Two of this Handbook. The revised procedures attached to the Side Agreement dated December 19, 2011, and which follow herein, set forth the current procedures for all part-time and tenured faculty evaluations, effective January, 2012.

Note: The part-time faculty evaluation language is also contained in Appendix A20 to the PCCD-PFT Contract for July 1, 2007 – June 30, 2010, the provisions of which have been further amended and extended through June 30, 2015 in a Side Agreement re contract extension agreed on March 15, 2012 and signed on April 16, 2012 (attached hereto as Appendix "FF" to Part Two of this Handbook).

[Also see Appendices "DD" and "GG" to Part Two of this Handbook and the PCCD/Ed Services website for approved Part-Time and Tenured Faculty Evaluation Forms.]

EVALUATION POLICY FOR PART-TIME AND TENURED FACULTY

PURPOSE

Evaluation of faculty is consistent with the Community Colleges' mission of educational excellence as required by Section 87663 of the Education Code (Ed Code). The purpose of the evaluation is to benefit the faculty member through peer review. The primary objective is to evaluate the faculty member's effectiveness in relationship to good teaching; currency in the field; department/discipline responsibilities; and effectiveness of service to students, the departments/disciplines and the college. The evaluation is the joint responsibility of the Administrative Supervisor [referred to herein as "Vice President or designee"] and the department/discipline faculty. The most positive effects of the evaluation will be obtained at the department/discipline level and accrue to the individual. The evaluation should recognize the accomplishments of faculty, and make recommendations for correcting deficiencies.

[This policy can only be changed or modified after consultation between the Peralta Federation of Teachers (PFT) and the District Academic Senate (DAS); such changes or modifications must also be negotiated between the PFT and the Peralta Community College District (District).]

CRITERIA

The basis for evaluation of faculty is composed of four categories collectively containing 26 criteria for assessing performance relative to knowledge base and the ability to apply it, motivation and interpersonal skills, and professional responsibilities.

The faculty and the administration of the Peralta Community College District affirm the following definition of teaching excellence.

KNOWLEDGE BASE

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

1. Are knowledgeable about their work areas and disciplines.
2. Are knowledgeable about how students learn.
3. Are current in their field.
4. Provide perspectives that include a respect for diverse views.
5. Do their work in a well-prepared and well-organized manner.

APPLICATION OF KNOWLEDGE BASE

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

1. Make the material intelligible, interesting, and relevant to the students.
2. Continually assess the teaching-learning process and modify strategies as necessary to retain student interest, stimulate independent thinking, and encourage students to be analytical.
3. Use clear, explicit criteria, relevant to the subject matter, to evaluate students' work fairly to ascertain effective learning of the material presented.

MOTIVATION AND INTERPERSONAL SKILLS

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

1. Are committed to student success.
2. Are enthusiastic about their work.
3. Are committed to education as a profession.
4. Set challenging performance goals for students.
5. Project a positive attitude about students' ability to learn.
6. Treat students with respect and recognize they operate within a broader perspective beyond the classroom.
7. Respect diverse talents and accommodate cultural and individual differences.
8. Are available to students.
9. Listen attentively to what students say.
10. Are responsive to student needs.
11. Are fair in their evaluation of student progress.
12. Present ideas clearly.
13. Create a climate that is conducive to learning.

PROFESSIONAL RESPONSIBILITIES

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

1. Display behavior consistent with professional ethics, as listed in the American Association of University Professors (AAUP) Code of Ethics, Title 5 and the Ed Code.
2. Work collaboratively with colleagues, as appropriate. For example, contract faculty shall provide a full professional service week that includes teaching, preparation, advising, evaluation, class sign-up/enrollment, maintenance of office hours, attending meetings, and participation in the governance structure of the College and the District. For part-time instructors, professional responsibilities are those associated with the teaching assignment, such as reviewing the course outline, ensuring that the syllabus and course grading policy match college and curriculum requirements, submitting rosters and grades on deadline, being responsive to communications from faculty, staff, administrators and students, and maintaining familiarity with college policies and procedures related to instruction.
3. Maintain and expand their knowledge and skills in subject matter appropriate to their professional area.
4. Adhere to approved course outlines, goals, and objectives.
5. Are aware that the District expressly forbids sexual harassment of its students and employees by faculty, administrators, supervisors, staff, students or members of the general public. If an allegation of sexual harassment is substantiated, a violation of this rule may lead to personnel disciplinary actions including a letter of reprimand, suspension, or termination of employment in accordance with the California Ed Code.

ADMINISTRATIVE PROCEDURES **FOR EVALUATIONS OF** **PART-TIME AND TENURED FACULTY**

The faculty play a central role in evaluating their peers. Only through the joint effort of faculty and administration can the mutual goal of promoting quality education be achieved. Adherence to this policy assures the District, its colleges and students a highly qualified professional staff.

Evaluation of part-time and tenured faculty is a four-part process which involves self-evaluation, faculty/classroom observation/evaluation, administrative evaluation, and student evaluation. Together, these four evaluations plus the summary report form the complete evaluation.

STUDENT EVALUATIONS

The purpose of the Student Evaluations of Instructor (SEI) is to gain from students their opinions of the overall effectiveness of the instructor. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor only in compiled form.

SELF-EVALUATION

Using the Instructor Self-Evaluation Form, faculty members are expected to provide evidence of professional competence and teaching effectiveness. The following are general criteria that will be used in the self-evaluation:

1. Appropriateness of methods in achieving objectives.
2. Knowledge of current teaching methods, materials, and trends in his/her field of instruction.
3. Successful strategies to improve student performance and retention.
4. Preparation and planning of curriculum.
5. Knowledge of recent advances in the discipline.
6. Demonstration of continued professional growth.

FACULTY/CLASSROOM OBSERVATION/EVALUATION

The following are general criteria that will be used in the faculty/classroom observation/evaluation by peers and administrators:

1. Expertise in subject matter or professional field.
2. Effectiveness in carrying out duties in instruction.
3. Effectiveness of communications with students, and if applicable, staff.
4. Behavior consistent with AAUP Code of Ethics, Title 5 and the Ed. Code.

ADMINISTRATIVE EVALUATION

The purpose of the administrative review is to provide the Evaluation Committee with information regarding the faculty member's professional responsibilities in the context of certain administrative criteria. The focus of this evaluation is on the syllabus (including grading policy), timely submission of textbook orders, submission of syllabi to the Instruction Office, responsiveness to communications, professional behavior, holding classes for full class period, participation in professional development activities, and timely submission of grades and census rosters.

EVALUATION FREQUENCY

Part-time faculty shall be evaluated within the first year of employment. Whenever possible, this should be done during the first term of employment. Thereafter, evaluation shall be at least once every six regular semesters. Tenured faculty shall be evaluated once every three years. In the event an evaluation is negative, i.e., receiving a rating of #4 (Does not consistently meet requirements) or #5 (Does not meet requirements), more frequent evaluations may be required.

RESPONSIBILITIES IN THE EVALUATION

The evaluation of each instructor who is being evaluated shall involve:

- A. Vice President or Designee
 - B. Faculty Evaluator
 - C. Evaluee
- A. Vice President or designee -- The responsibility for administering the evaluation system rests with the Vice President or designee. The Vice President or designee who has responsibility for the discipline shall initiate the evaluation procedures, in consensus with the Department Chair, ensuring that the evaluation procedures are followed, timelines are met, classroom visits are held, records are kept, preliminary and summary evaluation meetings are held. The Vice President or designee shall complete the Administrative Evaluation Form. A copy of the evaluation Summary Report Form and the completed Administrative Evaluation shall be given to the faculty Evaluee, the Evaluator, the Department Chair, the Vice President or designee, the Vice Chancellor of Educational Services, and then sent to Human Resources by the end of the semester being evaluated.
- B. Faculty Evaluator --
1. The Department Chair shall choose a single Faculty Evaluator from the Evaluee's discipline (or if necessary a related discipline, as defined by the Board of Governors' list of minimum qualifications) during the first four (4) weeks of the semester.
 2. If the Department Chair does not meet the deadline, the Vice President or designee shall choose a single Faculty Evaluator during week five (5) of the semester.
 3. The Vice President or designee and the Department Chair will make a good faith effort to insure that evaluators of on-line classes have experience in on-line instruction.
 4. The faculty Evaluee may challenge that Evaluator during the two (2) weeks following notification. If the faculty Evaluee challenges the Evaluator, the evaluation will be conducted no later than the following semester, but can be done during the same semester with another evaluator.
 5. The Faculty Evaluator holds the Preliminary Evaluation Meeting, does a Faculty/Classroom Observation/Evaluation, completes the appropriate items on the Faculty/Classroom Observation/Evaluation Report Form, and holds a Summary Evaluation Meeting.
- C. The Evaluee-- The Evaluee is responsible for completing the Instructor Self-Evaluation Form and submitting it to the Evaluator, and attending the Preliminary and Summary Evaluation Meetings.

EVALUATION PROCESS CRITERIA AND FORMS

The five (5) forms to be used in evaluations of tenured and part-time faculty are:

1. Student Evaluations of Instructors (with cover sheet when turned in for processing),
2. Faculty/Classroom Observation/Evaluation Form,
3. Administrative Evaluation Form,
4. Evaluee's Self-Evaluation Report Form, and

5. Summary Report Form.

1. Student Evaluations of Instructors:

The purpose of the Student Evaluations is to gain from students their opinions of the overall effectiveness of the faculty member. Students will be assured of the anonymity of their responses.

2. Faculty/Classroom Observation/Evaluation(s):

There are standard District forms to be completed when conducting a Faculty/Classroom Observation/Evaluation. Please use the form appropriate to the Evaluatee's assignment. This form can also be completed by the Vice President or designee, if the Vice President or designee does a Faculty/Classroom Observation/Evaluation.

3. Administrative Evaluation:

The Administrative Evaluation addresses the faculty Evaluatee's overall attention to academic and professional matters as related to the Evaluatee's assignment. Different forms exist for classroom faculty and non-classroom faculty.

4. Self-Evaluation:

The Self Evaluation is an opportunity for the Evaluatee to address all evaluations which have been conducted. In addition, the Evaluatee is provided the opportunity to address his/her professional growth and development. Classroom faculty evaluatees shall submit: syllabi, with methods of student assessment, and a listing of assignments. In addition to the Self Evaluation form, the Self-Evaluation may include additional support material. Examples of additional support material for non-classroom faculty Evaluatees may include workshop agendas and handouts, completed Student Educational Plans, etc.

5. Summary Report Form (including overall Rating):

The Summary Report Form provides an overall summary of all evaluations of the Evaluatee conducted during the semester. The overall summary evaluation rating is based on a five-point rating system. If a second faculty/classroom observation/evaluation is done by the Vice President or designee, and there is a tie vote, the faculty member will be evaluated again, if teaching, the following semester.

The evaluation rating system for all faculty evaluations shall be:

1. Is exemplary
2. Surpasses requirements
3. Meets all requirements
4. Does not consistently meet requirements
5. Does not meet requirements

SCHEDULING AND ASSIGNING EVALUATIONS

1. During first five (5) weeks of the semester, each Department Chair will update the yearlong plan of what will be a 3-year (6-semester) evaluation timeline (schedule) for all part-time and tenured faculty in their department/cluster. (The schedule will be updated or revised as needed by the Department Chair during the 5th week of the semester.) If Department Chairs do not meet the deadline, the Vice President or designee will create the first semester of the 3-year evaluation timeline during the 6th week of the semester. At that time, a copy of the schedule shall be sent to the Vice President or designee, the Vice Chancellor of Educational Services (VC Ed Svcs.), the Vice Chancellor of Human Resources (VC H.R.), and the PFT.
2. When creating the 3-year evaluation schedule, the Department Chair (or Vice President or designee) shall make a good faith effort to apply the following priority system:

- 1) Part-time faculty evaluations shall be prioritized as follows:
 - a) New part-time hires.
 - b) In order of seniority by hire date, with most senior faculty first (hire dates shall be provided by the District Human Resources office).
 - c) If evaluated within the last six (6) assigned semesters, the next evaluation shall be six (6) assigned semesters after the last evaluation
- 2) Tenured faculty evaluations shall be prioritized as follows:
 - a) If evaluated within the last three (3) years, the next evaluation shall be three (3) years after the last evaluation.
 - b) If not evaluated within the last three (3) years, evaluations shall be scheduled in order of seniority, with most senior faculty first (hire dates shall be provided by the District Human Resources office).
3. Tenured contract faculty can be assigned a maximum of three (3) evaluations (for part-time and tenured contract evaluations) during any academic year.
4. Part-time faculty may evaluate other part-time faculty and contract faculty may conduct more than three (3) faculty evaluations. All evaluations by part-time faculty (as evaluators) and any contract faculty evaluations over three (3) shall be mutually agreed upon by the faculty member, the Vice President or designee, and the Department Chair. All evaluations by a part-time faculty member shall be paid a \$60 stipend. All evaluations over 3 during any academic year by a tenured contract faculty member shall also be paid a \$60 stipend. The payment shall be made if a Faculty Evaluator completes his/her responsibility, even if the Administrator does not fulfill his/her responsibility in the process.
5. Part-time faculty shall have a one-time right, during each three (3) year evaluation cycle, to request another evaluation that must be completed before the end of the following semester. The second evaluation will be the determining evaluation for the Rehire Preference Pool. The Evaluator in such an evaluation shall be chosen by a lottery system.
6. Lottery Pool System
 - 1) When it is necessary to choose an evaluator by lottery, the lottery process shall be started by the Vice President or designee during or before the 6th week of the semester. The Vice President or designee shall notify the College PFT Co-Chairs, the College Academic Senate President, and the faculty Evaluee for whom the lottery is being held that a lottery pool will be created and a lottery drawing will take place. The Vice President or designee shall further notify all parties of the actual lottery drawing at least five (5) business days in advance, so that they may observe the drawing if they choose to do so.
 - 2) When it is necessary to choose an evaluator by lottery, the College Academic Senate President, one PFT Co-Chair (designated by the PFT Chapter Co-Chairs), and the College Vice President or designee shall jointly assign eligible faculty members to a lottery pool consisting of at least four (4) individuals. Faculty in the lottery should be in the same or related disciplines. The lottery pool shall consist of:
 - (a) Contract faculty in the same or related disciplines who have not been assigned three (3) evaluations during that academic year. An Evaluator who was “challenged” by that Evaluee or an Evaluator who did the ‘first evaluation’ on that Evaluee shall not be included.
 - (b) Contract faculty in the same or related disciplines who have already been assigned three (3) evaluations during that academic year and have agreed to be included in the lottery pool.

- (c) Currently employed part-time faculty may also be added to the lottery pool if they agree to be included and if the Vice President or designee and the Department Chair both concur.

EVALUATION PROCESS

1. The Vice President or designee contacts the Evaluee in order to provide him/her with a copy of the evaluation procedures.
2. The Vice President or designee notifies the Evaluee of the composition of the Evaluation Committee, and offers him/her the opportunity to challenge the choice of the Faculty Evaluator. If the Vice President or designee wishes to be a voting member of the Evaluation Committee and perform a Faculty/Classroom Observation/Evaluation, the Vice President or designee shall notify the Evaluee of his/her participation. This does not preclude the Vice President or designee from performing a faculty evaluation (outside the standard evaluation procedure), provided the Administrator has given the faculty member one week's notice of the visit.
3. The Faculty Evaluator shall convene the Preliminary Evaluation Meeting, at which time the Evaluee shall receive the Evaluee's Self Evaluation Report Form. At this Preliminary Evaluation Meeting, the Faculty Evaluator and the Evaluee shall establish dates for Student Evaluation(s), Faculty/Classroom Observation/Evaluation(s), submission of the Self-Evaluation Report Form to the Faculty Evaluator, and the Summary Evaluation Meeting. The Faculty Evaluator shall notify the Vice President or designee of the proposed timeline. Completion of the Administrative Evaluation Form and Faculty/Classroom Observation/Evaluation by the Vice President or designee (if planned) should be included on the schedule. The Evaluee and the Faculty Evaluator sign off to verify that this meeting took place.
4. The Faculty Evaluator administers the student evaluations using the standard District form. The procedure is the same as that set forth in the Tenure Review Handbook for administering Student Evaluations. Student Evaluations may be done during the same class session as the Faculty/Classroom Observation/Evaluation. Student Evaluations will be administered before the class ends. The Evaluee will leave the room. The Evaluator will explain that Student Evaluations are being collected for the purpose of improving instruction at the College. Students will be assured of the anonymity of their responses. The Evaluator shall collect the student responses and dismiss the class. If mutually agreed by the Evaluee and the Evaluator, student evaluations may be conducted online within a 48-hour period.

The Evaluator may compile the "Scantron form" scores at the College and may transcribe the student comments (from the Student Evaluations) themselves. Alternatively, the Evaluator may send the Student Evaluation forms along with an appropriate cover sheet to the Office of the Vice Chancellor of Educational Services to process the Scantron Report.

Original Student Evaluations shall be retained in the College Office of Instruction for one year.

5. As scheduled, the Faculty Evaluator conducts a Faculty/Classroom Observation/Evaluation of a whole class period (or counseling or library period, etc.), of at least one hour. The Faculty Evaluator then completes the Faculty/Classroom Observation/Evaluation Report Form, or other appropriate form. The observed class may be a lecture or a lab.
6. The Vice President or designee submits the completed Administrative Evaluation Form to the Faculty Evaluator.
7. The Evaluee submits the Self-Evaluation Form to the Faculty Evaluator prior to the Summary Evaluation Meeting.
8. Prior to the Summary Evaluation Meeting, the Faculty Evaluator completes the evaluation Summary Report Form. If the Vice President or designee completed a Faculty/Classroom Observation/Evaluation form, the Faculty Evaluator and Vice President or designee complete the

Summary Report Form together. If the Vice President or designee completed a Faculty/Classroom Observation/Evaluation, and if the Faculty Evaluator and Vice President or designee cannot agree, separate Summary Report Forms shall be completed. The Vice President or designee shall be notified if the Evaluatee is rated as either No. 4--Does not consistently meet requirements, or No. 5--Does not meet requirements.

9. The Summary Evaluation Meeting is held to review and discuss all evaluations with the Evaluatee. The Evaluatee reviews the Faculty/Classroom Observation/Evaluation Report Forms, the Student Evaluations of Instructor summary, the Administrative Evaluation Form, and the Summary Report Form(s). If the Vice President or designee did a Faculty/Classroom Observation/Evaluation, s/he shall attend the Summary Evaluation Meeting. The Evaluatee is given an opportunity (a minimum of one week) to respond in writing to any issues raised by the evaluations.
10. All evaluation documents, including the summary of Student Evaluations, the Faculty/Classroom Observation/Evaluation Report Form(s), the Administrative Evaluation Form, the Self-Evaluation Form, the Summary Report Form(s), and any Evaluatee response, shall be forwarded to the Vice President or designee for inclusion in the Evaluatee's Personnel File; copies of the documents should also be forwarded to the Evaluatee and the Department Chair. The Vice President or designee is responsible for sending all Summary Report Forms and Administrative Evaluations for all part-time and tenured faculty to the District Office of Human Resources, with a copy also sent to the Vice Chancellor of Educational Services by the end of the semester.

11. Incomplete Evaluations

If the student evaluations, Faculty/Classroom Observation(s)/Evaluation(s), or Summary Report Form(s) are not completed with four (4) weeks left in the semester, the Vice President or designee and the College Academic Senate President (or representative) shall jointly develop a plan by the end of the semester to complete the process. In cases when the evaluation is not completed, the Evaluatee shall have the right to receive a full evaluation during the following semester, if s/he makes a request for a full evaluation (in writing) to his/her Vice President or designee (with a copy to the PFT) within the first two (2) weeks of the following semester.

12. On-line Evaluations.

- 1) In any situation where an instructor can be evaluated in either a classroom setting or on-line, the method of evaluation shall be determined by mutual agreement of Evaluatee and Evaluators.
- 2) In the case of online classes:
 - (a) Student evaluations shall be conducted on the Web, using identical questions to those in the currently approved student evaluation form.
 - (b) The Faculty Evaluator and the Evaluatee shall make a good faith effort to agree on a Faculty/Classroom Observation/Evaluation plan which will allow the Evaluator to fill out the current Faculty/Classroom Observation/Evaluation form for the on-line class and follow, as best they can, the current evaluation procedures. This shall include a pre-evaluation meeting, an evaluation, and a post-evaluation meeting (which can be the Summary Evaluation Meeting). These meetings may be conducted on-line. The Evaluator will spend at least one hour observing the on-line class, but is not limited to one hour.

APPENDICES

to

PART TWO

**[RE: EVALUATIONS OF
PART-TIME
AND TENURED FACULTY]**

APPENDIX "AA"



Peralta Community College District

Office of the Vice Chancellor, Educational Services

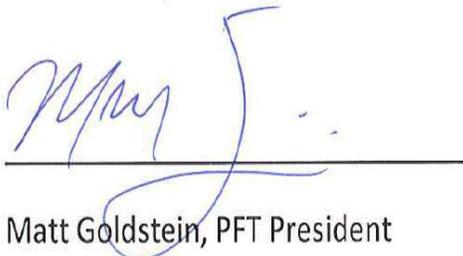
PFT Side Letter on

Tenured and Part-Time Faculty Evaluations

The Peralta Community College District (PCCD) and the Peralta Federation of Teachers (PFT) agree to adopt and implement the use of the streamlined evaluation procedures for both tenured and part-time faculty, as set forth in the attached EVALUATION POLICY AND PROCEDURES FOR TENURED AND PART-TIME FACULTY, negotiated in Spring & Fall 2011 and attached hereto; said policy and procedures as revised will become effective January, 2012.

SO AGREED, 12/19/, 2011

SO AGREED, Dec 19, 2011


Matt Goldstein, PFT President


Debbie Budd, VC Ed. Services for PCCD

APPENDIX “BB”

PART TIME FACULTY REHIRE PREFERENCE POOL TENTATIVE AGREEMENT

Peralta Community College District (“District”) and Peralta Federation of Teachers (“PFT”) hereby agree to the following new contract section:

Article 30 (new section H):

H. Part-time Faculty Rehire Preference Pool

The District and the PFT are committed to the principles and law of Equal Employment Opportunity. In addition, it is recognized that the communities and students served by the District are diverse in their cultures, ethnicities, language groups and abilities, and the District and the PFT are therefore committed to fully representing that diversity in its workforce. The District and the PFT value diversity and strive to assure that a plurality of represented groups participate in the development and delivery of its instructional program.

The District and the PFT recognize that the success of its instructional program is in large part dependent upon a valued and competent part-time faculty that is committed to consistently delivering a high quality of instruction and student services.

1. **Preferred Hiring Pool.** Except as noted in #3 below, faculty in the Preferred Hiring Pool will be given preference in assignment over faculty in the Non-Preferred Hiring Pool (see #4 below for specifics). Within the Preferred Hiring Pool, all faculty will be treated equally: This policy is in no way meant to modify or change existing PCCD policies and practices in assignment of extra service classes to contract faculty (see Article 18). The Preferred Hiring Pool shall consist of part-time faculty who meet **all** of the following criteria:
 - A. Employed as a part-time faculty member in the District for at least six of the last ten semesters, or currently employed part-time faculty who have successfully completed the Peralta Faculty Diversity Internship program.
 - B. Performance Evaluation.
 - 1) A "surpasses requirements" performance evaluation¹ or better shall be required for initial entry into the Preferred Hiring Pool.
 - 2) Once in the Preferred Hiring Pool, a "meets all requirements" performance evaluation¹ or better shall be required for an instructor to remain in the Preferred Hiring Pool.
 - 3) The part-time evaluation process (only) shall be further modified by adding the following to the existing process:
 - a. Administrative (supervisor) classroom evaluation shall be an optional part of the evaluation process. This classroom evaluation shall conform with the process currently used for administrative (supervisor) classroom evaluation in the Tenure Track evaluation process (Tenure Track policy, Sec II A 3).
 - b. The Self-Evaluation shall include (in addition to the existing Self-Evaluation form) a listing of all assignments; a copy of the syllabus; one sample test; and a description of student assessment method(s) used.
 - c. The process for choosing faculty evaluators for part-time evaluations shall be modified as follows:
 - (1) For the Initial Evaluation, the Evaluation Committee Chair will be chosen by mutual agreement of the Department chair (or Academic Senate President at COA) and Dean; the other faculty member on the committee will be chosen by mutual agreement of the Dean and the faculty member being evaluated. Part-time faculty may serve in either position with the approval of the Dean, and will earn Staff Development credit for their service.

¹ The Evaluation rating system for part time Peralta evaluations shall be :

- 1) Is exemplary
- 2) Surpasses requirements
- 3) Meets all requirements
- 4) Does not consistently meet requirements
- 5) Does not meet requirements

- (2) For the Initial Evaluation, the faculty member being evaluated may challenge either (or both) faculty evaluators. If a challenge is made, the challenged evaluator will be replaced by a faculty member chosen from a lottery of contract faculty in the discipline and related disciplines. Part-time faculty in the discipline and related disciplines who are approved by the Dean (and willing to do evaluations in return for Staff Development credit) may also be in the lottery. The Dean shall conduct the lottery. The evaluator chosen by lottery may not be challenged.
 - (3) For Subsequent Evaluations, the Faculty Evaluator will be chosen by mutual agreement of the Department Chair (Academic Senate President at COA) and the faculty member. Part-time faculty may also serve as a Faculty Evaluator, with the approval of the Dean, and will earn Staff Development credit for their service. If agreement on a Faculty Evaluator cannot be reached, the Faculty Evaluator will then be chosen by lottery, as per c(2) above. The evaluator chosen by lottery may not be challenged.
- d. The summary evaluation rating shall be decided by a majority of committee members who did classroom evaluations, including the administrator, if the administrator does a classroom evaluation. If there is a tie vote in cases where only two classroom evaluations are done, the faculty member will be evaluated again the following semester using the "initial evaluation" model (p 62, TR Handbook).
 - e. If the student evaluations or peer classroom evaluation(s) are not completed with four weeks left in the semester, the College VP of Instruction (or representative) and the college Academic Senate President (or representative) shall jointly develop a plan to complete the process by the end of the semester, and determine a summary rating. In such cases, the faculty member shall have the right to receive a full evaluation during the following semester, if they make a request for a full evaluation (in writing) to their Dean (with a copy to the PFT) within the first two weeks of the following semester.
 - f. The evaluation schedules for the faculty identified in #1 above shall conform with the Ed Code regulations on evaluation, with 1/3 of the part-time faculty evaluated every year. The specific part-time faculty evaluation list for each year shall be based on seniority.

Non-Preferred Hiring Pool consists of part-time faculty members currently employed by the District but not in the Preferred Pool or applicants for part-time teaching positions who meet state minimum qualifications.

If part-time faculty positions are open but there are no available qualified individuals in the discipline from the Preferred Hiring Pool, the division Dean or designee shall consider faculty members currently employed in the department or at another college in the District but not in the Preferred Pool. The Dean or designee may also contact the Office of Human Resources regarding selected outside discipline candidates who are currently in the central District pool, screen candidate materials for desirable skills and attributes, and interview candidates prior to making a recommendation for employment

2. Faculty assignments shall comply with Article 18-A-12.

3. Exceptions to Rehire Preference Policy

In the best interests of the College academic program, the Division Dean and Department chair (or Academic Senate President at Alameda) may elect to hire someone in the Non Preferred Hiring Pool over someone in the Preferred Hiring Pool. If they agree, they will jointly author a letter informing the person in the Preferred Hiring Pool that he/she is not being selected and explaining the reason for the decision. If they disagree, a final decision will be made by the College President, who will author the letter. A copy of the letter shall also be sent to the PFT. Neither the decision nor the letter will be subject to the grievance procedure.

4. Program Operational Components:

A. Electronic List

The Office of Human Resources will create and maintain an updated electronic list of all individuals currently in the Preferred Hiring Pool, and will provide shared access to Division Deans, other designated College administrators, and to the PFT President, PFT Chapter Chairs, and College Department Chairs and lead instructors (at COA). Human Resources will update the list as required. Designated individuals shall have query access in order to view the list (view sorts by College or District-wide) from their desktop. Part-time faculty shall have computer access to their individual information.

The electronic list shall include contact information, each discipline for which minimum qualifications have been met; confirmation of receipt of required performance evaluation received in Human Resources, base load (see #C below), and confirmation of the most recent District semesters worked. The data shall

not include reference to gender, ethnicity, age, ability, or other category as protected by Equal Employment Opportunity law.

The list shall be updated with current assignment information within 3 weeks of the start of each semester.

B. Assignment:

Members of the Preferred Hiring Pool will be guaranteed an offer of an assignment for their base load (see #C below) if such assignments are available. Assignments beyond base load are not precluded by this agreement. The District retains the right of assignment of regular or contract faculty and to cancel assignments based on the needs of the District.

C. Base Load

The base load of a part-time faculty member shall be the average equated hours assigned in each discipline taught at each college in the Spring and in the Fall semesters during the most recent three years, including the semester in which the list is made. Base load shall be calculated separately for the Spring and Fall semesters, up to a maximum of 60% of base contract load. Base Load for former Diversity Interns shall be based on their internship assignment. The assignment preference is only at the college(s) where the part-time faculty member works. If a part-time faculty member is bumped from an assignment, the base load calculation will include his/her base load as originally assigned. If an assignment is declined, the part-time faculty member will remain on the Rehire Preference List, as long as they qualify. Exceptions to removal from the list will also be made in the event of approved family leave, documented medical circumstances or a documented medical emergency.

D. Emergency Hires

Emergency hires fill part-time faculty positions that become vacant due to the sudden unavailability of staff during an ongoing semester or during the four weeks immediately prior to a semester or summer session, or teach sections or provide student services that are added to the schedule due to increased enrollment demands.

When an Emergency Hire position is identified, the Division Dean and Department Chair (if applicable, and/or other discipline faculty as designated by the Dean) shall make every effort to employ a part-time faculty member in the Preferred Hiring Pool.

If the Emergency Hire position cannot be filled with a part time faculty member in the Preferred Hiring Pool, the Division Dean and department chair (if applicable, and/or other discipline faculty as designated by the Dean) shall:

- Review the database of discipline employees not in the Preferred Hiring Pool
- Coordinate with Human Resources for the review application materials of outside candidates
- Interview candidates who most closely meet the desirable skills and experience of the position(s)
- select individuals to fill the unexpected vacancies.

Emergency hires from the non-Preferred Hiring Pool will not automatically enter the Preferred Hiring Pool, unless they qualify as described above.

E. Seniority and bumping rights

Members of the Preferred Hiring Pool will not have seniority or the right to bump from an assignment another Part-time Faculty member.

This contract section is subject to approval of the PFT in accordance with its procedures and, thereafter, to approval of the PCCD Chancellor and Board of Trustees.

Dated: March 22, 2006

Dated: March 22, 2006

Sean Brooke [??]

Rick Greenspan [??]

For the District

For PFT

APPENDIX “CC”

RECOMMENDATIONS FOR NEW FORMS AND CHANGES TO EXISTING FORMS

1. Should any faculty group or administrator recommend the creation of a new form for evaluation or recommend changes in existing forms or student evaluations, such recommendations must be made in writing to the College Vice President of Instruction and the Vice Chancellor of Educational Services who will confer with the other college Vice Presidents of Instruction and the appropriate PFT representative and College Tenure Facilitators.
2. If approved by the Vice Chancellor of Educational Services and the appropriate PFT representative, the revised/new forms will be distributed to all College Deans/Administrative Supervisors, Tenure Facilitators, and Department Chairs, and will be used in all subsequent evaluations to which they apply.
3. Whenever possible, all forms (other than Scantron Forms) shall be available on disc (or on-line) to be filled out on a computer. However, the District approved forms cannot be altered in form or substance other than in spacing available for responses. If any evaluation form is found to be altered, it may be removed from the portfolio or be required to be rewritten on the approved District form. Once signed, the originals of all forms shall remain in the portfolio.

APPENDIX “DD”**Part-Time and Tenured Faculty Evaluation Forms**

The following forms are to be used by Evaluation Teams which evaluate Part-Time, LTS and Tenured Faculty:

“P-T & Tenured INSTRUCTOR”

Student Evaluations* (w/cov.pg.)
Faculty/Classroom Observation**
Administrative Evaluation**
Self- Evaluation**
Summary Report Form [5-pt]**

“P-T & Tenured COUNSELOR”

Faculty Observation of Counselor**
Administrative Eval. of Counselor**

“P-T & Tenured LIBRARIAN”

Faculty Observation of Librarian**
Administrative Eval. of Librarian**

**[Same language in optional online Moodle SEI form]*

***[New Forms: 11/06, 2/09, and 2012]*

Other than Student Evaluation forms, the above “P/T & Tenured” forms are NOT the same forms as those used with Tenure Track faculty.

Scannable Student Evaluation forms cannot be copied and used; our Scantron machine will not process photocopies of scannable Student Evaluations of Instructors (SEI’s), only original printed SEI forms.

Note: Special forms for evaluating non-classroom part-time faculty are being developed and will appear on the Peralta webpage as they are developed and approved.

All Faculty Evaluation Forms [other than scannable Student Evaluation forms] can be found on the Peralta web page under Educational Services at:

<http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/pt-tenured-forms-and-handbook/> for new Part-Time and Tenured Faculty Evaluation forms; and

<http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/tr-forms-and-handbook/> for Tenure Track Faculty Evaluation forms.

APPENDIX "EE"**AGREEMENT REGARDING EVALUATION LOTTERY
FOR PART-TIME EVALUATIONS**

This agreement is subject to approval of the PFT in accordance with its procedures

PFT and PCCD agree to the following:

Lottery system

A. When it is necessary to choose an evaluator by lottery, the lottery process shall be started by the Dean during or before the 6th week of the semester. The Dean shall notify the college PFT co-chairs, the Academic Senate President, the college Vice President of Instruction and the faculty evaluatee for whom the lottery is being held that a Lottery pool will be created and a Lottery drawing will take place. The Dean shall further notify all parties of the actual lottery drawing at least 5 business days in advance, so that they may observe the drawing if they choose to do so.

B. When it is necessary to choose an evaluator by lottery, the College Academic Senate President, one PFT Chapter Co-Chair (designated by the PFT Chapter Co-Chairs), and the college Vice President of Instruction shall jointly assign eligible faculty members to a Lottery pool consisting of at least 4 individuals. Faculty in the Lottery should be in the same or related disciplines. The Lottery pool shall consist of:

- (1) Contract faculty in the same or related disciplines who have not been assigned three evaluations during that academic year. An evaluator who was "challenged" by that evaluatee or an evaluator who did the 'first evaluation' on that evaluatee (specified in parts 3B or 3G of January 2009 agreement) shall not be included.
- (2) Contract faculty in the same or related disciplines who have already been assigned three evaluations during that academic year and have agreed to be included in the Lottery pool.
- (3) Currently employed part-time faculty may also be added to the Lottery pool if they agree to be included and if the Dean and Dept Chair both concur.

C. If a part-time faculty member or a contract faculty member already doing 3 evaluations in the academic year is chosen to do the lottery evaluation, the faculty member shall be paid a \$60 stipend.

SO AGREED. June 4, 2009

Debra Weintraub

Debra Weintraub, PFT President

SO AGREED. June 4, 2009

Wise E. Allen

Wise E. Allen, VC Ed. Services for PCCD

APPENDIX "FF"

Tentative Agreement
Between the Peralta Community College District
and the Peralta Federation of Teachers
March 15, 2012

The Peralta Community College District ("District") and the Peralta Federation of Teachers have met in good faith and hereby agree to the following:

Term: July 1, 2012 through June 30, 2015

Health & Welfare Benefits

The District shall provide to each unit member and his/her eligible family members health and welfare benefits. Health and welfare benefits are defined as medical, prescription drugs, dental, vision, employee and dependent life insurance, accidental death and dismemberment, long-term disability, and the employee assistance program (EAP).

Medical Plan

Individual unit members may select among the following plans as follows:

1. Kaiser Foundation Health Plan will be at no cost to the District's employees.
2. *PPO "Lite" plan (no out-of-network coverage) with an employee monthly contribution of:

	<u>Employee Cost</u>
a. Single	\$15/month
b. Two-party	\$30/month
c. Three-party (family)	\$45/month

The network utilized for the PPO Lite plan shall be the California Anthem BlueCross network, or another network with at least equal coverage in the state of California.

3. *PPO Traditional plan: employee shall pay the difference between the premium cost of the PPO Traditional plan and the premium cost of the PPO "Lite" plan.

Part-Time Faculty Medical Benefits

The existing 50/50 health benefits plan for part-time faculty shall become a permanent part of the PFT contract.

In year one of the contract, the District agrees to pay the District share plus the overage cost of the 50/50 part-time faculty health benefits plan. In year two and three the parties agree to reopen on the District PPO cost in excess of 50% and agree, if necessary, to bring the program back into balance so that it is a true 50/50 shared expense between the District and part-time faculty. Part-time faculty in either PPO plan shall not pay any nominal premiums above their calculated 50% premium.

Retiree Medical (retirements after 7/1/2012)

Retirees will not be subject to the monthly premium contributions of active unit members for

the PPO Lite plan.

Retirees who elect the PPO Traditional health benefit plan will pay the premium difference between the PPO Lite plan and the PPO Traditional health plan for retirees, based on Medicare eligibility.

Retirees and eligible dependents who move out of state (applies to retirements after 7/1/2012)

Year 1 (2012-2013): Status quo (current) coverage for eligible dependents or people who retire AND move out of California.

Years 2 (2013-2014) and Year 3 (2014-2015): Revisit out-of-state networks. PCCD and PFT shall work together to make every reasonable effort to attempt to provide out-of-state retirees a network similar to the California Anthem BlueCross network, beginning in Year 2.

Mandated Enrollment in Medicare A & B

Retired Unit members, upon reaching Medicare eligibility age, shall sign up with the District their election in Medicare Parts A & B.

Medicare sign-up shall be required in order to maintain retirement medical benefits. For any unit member who retires after July 1, 2012, if the retiree willfully elects not to enroll in Medicare Parts A & B, the District may terminate the retiree's District-paid health benefits, provided:

1. The retiree is provided two notices via certified mail, the first at least 60 days prior to termination; the second at least 30 days prior to termination.
2. The notices shall be written in plain language.
3. The PFT shall be sent a copy of both notices.
4. The District shall make at least two efforts to speak to the retiree telephonically during the 60 day period in #1 above. The times and dates of the calls shall be made available to the PFT.
5. If the retiree has a legal guardian or someone with power-of-attorney, the District shall undertake reasonable effort to notify such person via mail and the telephone number on record with the District. The retiree or designee will notify the District in the event that a legal guardian or power-of-attorney is appointed.
6. The Vice Chancellor of Human Resources and Employee Relations shall meet and discuss any planned termination of benefits with the PFT President on request at least 15 working days prior to the termination of medical benefits.
7. The benefits shall not be terminated retroactively.
8. The Vice Chancellor of Human Resources and Employee Relations shall have the authority to continue retiree benefits in cases where unforeseen circumstances did not allow the retiree to enroll in Medicare Parts A & B in a timely fashion.
9. Should a retiree whose District benefits have been terminated due to failure to enroll in Medicare subsequently enroll, the District shall reinstate the retiree's District-paid health benefits. The amended Medicare enrollment language will be a part of the contract clean-up language.

Hold PFT harmless in case of retiree lawsuit

Should (1) the requirement to enroll in Medicare; (2) the termination of any unit member who retires after 7/1/2012 and spouse or dependents resulting from a failure to enroll in Medicare; or

(3) the decision to provide the PPO Lite plan, but not the PPO Traditional plan, to post-7/1/2012 retirees without premiums, be challenged in any forum, and if the PFT is named as a party, the District hereby agrees to defend, hold harmless and indemnify PFT, its officers, agents, representatives and affiliates, including but not limited to the CFT and AFT, for any adverse final judgment. The District shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, litigated or appealed.

Dental Plans

Individual unit members may select among the plans as follows:

- a. Delta Dental
- b. United Healthcare Dental

The District's maximum contribution for dental will be at the United Healthcare (UHC) Dental family rate. The PERALTA FEDERATION OF TEACHERS Local 1603 members shall pay the cost for Delta Dental through a combination of:

\$135,000	rescind sabbaticals
120,000	staff development
9,000	tenure facilitator release time
<u>27,000</u>	staff development officer release time
\$291,000	

Cash-in-lieu /Opt-Out Option (Medical and Dental for Active Unit Members Only)

1. Individual unit members who provide proof of other group medical and/or group dental coverage may decline enrollment into a medical and/or dental plan with the District. Employee will receive a monthly amount of \$225 for medical (this reimbursement is an all-or-nothing option, employee and all eligible dependents, if applicable, must waive the plan to be eligible for this flat reimbursement amount).
2. In addition to the medical monthly flat reimbursement for waiver of coverage due to other group medical coverage, a flat monthly amount of \$25 for group dental waiver is also available. Again, this reimbursement is an all-or-nothing option. The employee and all eligible dependents (if applicable) must waive the plan to be eligible for this flat reimbursement amount.
 - Participation on the Opt-Out Option for group medical and/or group dental is 100% voluntary; and
 - The amount is paid on a monthly basis; and
 - The amount is paid on an after-tax basis (taxable income to the employee); and
 - The amount will not be pro-rated to the FTE; and
 - Election of group medical and group dental opt-out is not mutually exclusive, the member may elect to opt-out of medical only, dental only or medical and dental combined.

Opt-out Election

It is the responsibility of the member to complete the requisite items as indicated below (no exceptions): Cash-in-lieu form and written verification of other group medical and/or

dental coverage from the insurer within 30 days from the election to participate in the District's cash-in-lieu plan.

Opt-in

It is the responsibility of the member to complete the enrollment form and submit documentation within 30 days of initial hire, open enrollment or a qualifying event as defined by the Health Insurance Portability and Accountability Act of 1996 (see below).

Qualifying events: Marriage and Domestic Partnership, Divorce, Legal Separation, Birth, Adoption, Death, Termination of employment (unit member or eligible dependents) Exhaustion of COBRA, Individual no longer resides or works in HMO service area, individual ceases to be a dependent, Plan terminates a benefit plan option, involuntary loss of coverage under another group plan, Children's Health Insurance Plan/Medicaid Rule, Meeting or exceeding a plan's lifetime maximum on all benefits.

By opting in, you will receive benefits in effect at the time of the opt-in.

Future increases in the cost of health benefits:

PFT and the District agree that the increased cost to health benefits will be deducted before determining PFT's share of the Projected Net Increase or Decrease in District's Available Resources.

Place part-time faculty on a 25-step salary schedule at no cost to District

Between July 1, 2012, and June 30, 2013, the District will develop a model part-time faculty salary schedule with 25 steps and 5 columns, and place all part-time faculty, at their appropriate step and column. If the PFT gets new money, the PFT wants those part-time faculty unit members with more Peralta experience to be placed at a higher salary, by putting money on these steps. This is a no-cost item to the District, since these funds would come from the PFT Share of the District's Available Resources.

Part-Time Faculty Office Hours

Part-time faculty office hours, funded at the current formula, will become a permanent part of the contract, regardless of state funding of the program. PFT and the District agree that any annual increase in the cost of part-time faculty office hours will be deducted before determining PFT's share of the Projected Net Increase or Decrease in District's Available Resources, in the same way that the increase in health benefits will be deducted before determining PFT's share of the Projected Net Increase or Decrease in District's Available Resources.

Feasibility study of post-2004 hires buying into Peralta's retiree benefits

The District will look into the feasibility of allowing post-2004 unit members access to Kaiser and Peralta's PPO in retirement at no cost to the District, after the District becomes a part of a JPA for Kaiser.

Re-opens on District Available Resources and the PFT Share of those Resources

Each year, both sides agree to make a "good faith effort" to determine the "PFT Share" of Projected Net Increase or Decrease in "District's Available Resources" during the spring prior to the beginning of the fall semester.

- "PFT Share" can be positive or negative

If the PFT Share is positive, after the deduction for the increase in cost of health benefits, and the increase in the cost of part-time faculty office hours, after consultation with the District, PFT is allowed to distribute dollars in various ways, including but not limited to

- Across-the-board salary increases for all faculty
- Funding steps on the part-time faculty salary schedule
- Adding percentage points to part-time (75%) pro-rata rate.

If PFT Share is negative, the PFT will come up with temporary "give backs." These "give backs" may include, but are not limited to:

- Additional temporary (one-year) cuts to release time for department chairs, Tenure Facilitators, district Staff Development officer, SLO coordinators and Distance Ed coordinators,
- Temporary (one-year) progressive cuts to the salary schedule (a greater percentage cut for faculty at higher salaries)
- Temporary (one-year) partial step/column cutbacks or a complete temporary (one-year) freeze on step/column movement for contract faculty.

Projected Net Increase or Decrease in District's "Available Resources" shall consider all of the following, which both parties shall make a good faith effort to determine based upon the best possible data. The District agrees to provide PFT with information which the PFT determines is necessary for these calculations and determinations:

- Peralta's state-funded COLA (if any)
- Benefits cost changes, including number of employees in each bargaining unit
- State workload, apportionment and property taxes
- Peralta's share of any tax initiatives which pass or are passed by the legislature during 2012-15
- Peralta's ending balance and reserves
- OPEB bond expenses and income
- District payments to consultants
- Other
 - Faculty Obligation Number
 - 50% law
 - 75% - 25% law

Other Completed Agreements to be incorporated into contract/appendix

- Load Banking (compliance with IRS Code)
- Investigation Respondent Notification.

Outstanding unresolved issues to be discussed during 2012-13 (or sooner)

- Side letter on Facilitators (allowing work on part-time and tenured-faculty evaluations during 2012-13)
- Side letter on Department Chair election procedures
- Management retreat rights (complete negotiations on this issue)
- Tenure-track and long term substitute evaluation procedures (revise procedure booklet)
- Fee-based classes
- Job descriptions/stipends side letter
- Non-instructional faculty
- Freedom of speech and assembly
- Article 9—Grievance procedure to include an additional step for mediation before arbitration.
- Article 18
 - a. Credit and non-credit rate
 - b. Professional hours

To be sunshined by PFT:

Computer use/email policy/procedures

Program discontinuation policy/procedures

FOR PFT	DATE
<u>[Signature]</u>	4/16/2012
<u>Richard Green</u>	4/16/2012

FOR Peralta Colleges	DATE
<u>Judy Loring</u>	4/16/2012
<u>[Signature]</u>	4/16/12
<u>Deb F. Bush</u>	4-16-2012

This Tentative Agreement is subject to approval of the PFT membership and the PCCD Board.

APPENDIX “GG”

SAMPLE FORMS

for

Part-Time, LTS and Tenured Faculty Evaluations

[The copies of forms attached are only SAMPLES of the forms that are to be used for evaluating Part-Time, LTS and Tenured Faculty; the Student Evaluation of Instructor form, in particular, cannot be copied and used as copies of the Scantron-type forms will not work in the Scantron Machine. The attached Student Evaluation of Instructor (SEI) form is only one of eight (8) Student Evaluation forms that exist; other Scantron-type SEI's are for ESL Instructors, Counselors, Librarians, DSPS/EOPS Counselors, LD Specialists, and Nurses.]

PERALTA COMMUNITY COLLEGE DISTRICT Student Evaluation of Instructor

Instructor: _____ College: _____
 Course Number/Name: _____ Class Code: _____
 Semester: _____ Academic Year: _____ Date of Observation: _____

TO THE STUDENT:

The purpose of this evaluation is to get your opinion of the overall effectiveness of your instructor. The information the instructor receives will not identify any student individually. After the instructor leaves the room, complete this form.

DIRECTIONS

Please answer each question using the scale below to indicate your agreement with the following statements. Each statement will have five (5) possible responses:

1 = Strongly Agree 2 = Agree 3 = Neither Agree nor Disagree 4 = Disagree 5 = Strongly Disagree

PLEASE USE NO. 2 PENCIL

Proper Mark:

Improper Marks:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. ORGANIZATION OF COURSE The course is carefully planned and well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. KNOWLEDGE OF SUBJECT MATTER The instructor is well informed and very knowledgeable about the course subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. PRESENTATION AND EXPLANATION OF SUBJECT MATTER The instructor gives presentations of the course subject matter which support understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. APPROPRIATENESS OF TESTS AND/OR ASSIGNMENTS Tests and/or assignments are useful, suitable and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. FAIRNESS IN TREATMENT OF STUDENTS The instructor is fair and impartial to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. MOTIVATION AND INSPIRATION The instructor motivated and inspired me; I became enthusiastic and interested in the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. EXPLANATION OF COURSE REQUIREMENTS AND GRADING POLICY Course requirements and grading policy were clearly explained, and grading policy is consistently followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. PREPARATION FOR EACH CLASS There is evidence that the instructor prepared carefully for each class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. ATTENTION TO STUDENT WORK The instructor gives close attention to student projects and assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. CLASSROOM ATMOSPHERE The instructor creates a classroom atmosphere that supports learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. CLASS PARTICIPATION The instructor encourages student questions and ideas when it is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. OVERALL ESTIMATE OF THE INSTRUCTOR The instructor is very effective – I would take another class from her/him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. WHY DID YOU ENROLL IN THIS COURSE?	<input type="radio"/> degree requirement <input type="radio"/> elective <input type="radio"/> develop job skills <input type="radio"/> self-improvement <input type="radio"/> other				

If desired, please write any comments regarding the effectiveness of your instructor on the back of this sheet.

**PERALTA COMMUNITY COLLEGE DISTRICT
Office of the Vice Chancellor, Educational Services**

***** Part-Time, LTS and Tenured (NON-TENURE TRACK) *****

STUDENT EVALUATIONS OF INSTRUCTORS

Cover Sheet

See Directions below

<hr/> Instructor's Name	<hr/> Class Code	
<hr/> Discipline	<hr/> Course Title	<hr/> Date of Evaluation
<hr/> College		

**If multiple codes or dates, please organize forms accordingly under lead class, and explain (e.g., concurrent classes):*

{ Student Evaluation Administered by: _____ }

RETURN STUDENT EVALUATION REPORT TO:

DEAN or ACADEMIC ADMINISTRATOR
[of Evaluatee/Faculty's Discipline]

College

Directions:

1. Complete this form for each set of student evaluation of instructor Scantron forms submitted.
2. Check each set of Scantron forms for correct class code and date of evaluation.
3. Send Scantron forms along with this cover sheet, immediately following evaluation date, to:

Ann Childress
Office of Vice Chancellor, Ed. Services -- District Office



FACULTY CLASSROOM OBSERVATION/ EVALUATION FORM (For PART-TIME, LTS and TENURED FACULTY)

Semester _____ Academic Year _____ Date of Eval./Observation _____

Name of Faculty Evaluatee _____ College _____

Evaluator _____

General instructions:

This form is for all part-time, LTS and tenured faculty classroom observations/evaluations. Part-time and tenured faculty observations/evaluations must be conducted once every three years.

For initial entry by a Part-time faculty member into the Part-time Faculty Rehire Preference Pool, Part C must be completed and the summary evaluation rating must be "exemplary" or "surpasses." In subsequent evaluations (after initial entry into the Part-time Faculty Rehire Preference Pool), a summary evaluation rating must be at minimum "meets all requirements" for a part-time faculty member to remain in the Part-time Faculty Rehire Preference Pool.

Prior to the classroom observation/evaluation, the Evaluator shall meet with the faculty member to discuss the goals and objectives for the class. The Evaluator should be familiar with the course outline. The faculty member may provide the Evaluator with any additional course materials considered appropriate.

A. Motivation and Interpersonal Skills

1. The instructor (*check those that were observed or otherwise shown to be a part of the class*):

- is enthusiastic about the subject matter of the class
- presents ideas clearly
- creates an atmosphere conducive to learning
- encourages student participation
- uses different instructional modes of delivery (e.g. lecture, discussion, small group, chalkboard, overhead projector, film, PowerPoint, illustrations of written text, etc.)
- supports students by treating them with respect
- responds to students' questions/concerns
- keeps the class discussion or lab focused

B. Knowledge Base & Application of Knowledge Base

1. The instructor (*check those that were observed or otherwise shown to be a part of the class*):

- is knowledgeable in the subject area
- is organized and prepared
- reviews/summarizes content, as appropriate
- involves students in class activities, as appropriate
- asks students questions
- encourages students to analyze, synthesize and evaluate
- achieves objective(s) of class or lab

C. Evaluation rating:

The instructor:

- Is exemplary
- Surpasses requirements



Peralta Community College District
ADMINISTRATIVE EVALUATION FORM

(For PART-TIME, LTS and TENURED FACULTY)

Semester _____ Academic Year _____ Date _____

Name of Faculty Member _____ College _____

Administrative Evaluator _____

The purpose of this administrative review is to provide the Evaluation Committee with any information regarding the faculty member's professional responsibilities in the context of the administrative criteria listed below.

Professional Considerations and Responsibilities

- Meets established reporting deadlines for submission of grades and census rosters.
- Participates in professional development activities, subject to all contractual agreements.
- Ensures that the grading policy, syllabus and course content accurately reflect topics and objectives of course outline, provided that the Dean makes the course outline available to the instructor at initial hire, at the assignment of any new course prep, and any time the course outline has been changed.
- Submits syllabus including grading policy and the course approved student learning outcomes (SLOs) for each class to the Division Dean by the end of the first full-week of class provided that the VPI/Dean notifies the faculty member in writing of his/her responsibility and the deadline and provides a written copy of the college approved SLOs for the course.
- Generally submits book order information on time and according to college guidelines, provided the guidelines and forms are provided to the instructor in a timely manner.
- Meets with class the required course clock hours, as per agreed-upon PCCD - PFT guidelines.
- Is responsive to communications which have been received from faculty, staff, administrators and students.
- Displays behavior consistent with professional ethics and academic freedom, as listed in the American Association of University Professors' Code of Ethics.

Comments, suggestions, strengths, weaknesses, explanations of checked boxes (above)

Administrative Evaluation Rating:

- Meets all requirements
- Does not consistently meet requirements

Preferred Hiring Pool Eligibility Information (for part-time faculty only):

YES ___ NO ___ *Either (1) employed as part-time faculty for 6 of last 10 semesters, or, if fewer, (2) successfully completed PCCD Faculty Diversity Internship program (if NO, skip to end)*

YES___NO___ This evaluation final summary RATING qualifies (or continues to qualify) the faculty member for the Part-time Faculty Rehire Preference Pool
(if NO, skip to end)

___ Average teaching load for last 3 Fall semesters

___ Average teaching load for last 3 Spring semesters

[Administrator's Signature]

[Date]

If Part-time Evaluatee is in the Part-time Faculty Rehire Preference Pool, evaluatee signature acknowledges above information and calculation:

[Evaluatee's Signature]

[Date]



Peralta Community College District

EVALUEE’S SELF-EVALUATION REPORT FORM
(For PART-TIME, LTS and TENURED FACULTY)

Semester _____ Academic Year _____

Name of Evaluator _____ Date _____

Discipline _____ College _____

*This self-evaluation is in two parts. **Part I** asks you to describe your activities during the past academic year, to list some goals and objectives for the next year, and to provide details about needed institutional support for you to achieve your goals and objectives. You are free to attach additional pages as needed. **Part II** asks you to respond to Evaluation forms that have been submitted since you last completed a self-evaluation*

NOTE: This form is to be turned in to faculty evaluator on the day of the classroom evaluation (or at a later date if mutually agreed to).

PART I

Describe your activities during the past year in the following categories:

1. Maintaining your currency in your discipline:

2. Improving your ability to communicate course content or your professional expertise to students:

3. Participating in College/District governance and campus life:

4. Participating in publications, conference presentations, artistic exhibits, classroom research, development of new curriculum, in-service instruction, and community involvement specific to your area:



Peralta Community College District
SUMMARY REPORT FORM
(For Part-Time, LTS and Tenured Faculty Evaluations)

Evaluatee: _____ Discipline: _____

Semester: _____ Academic Year: _____ College: _____

Members of the Evaluation Committee: _____ Date of Scheduling Conference: _____

Chair: _____ Date of Preliminary Evaluation Meeting: _____

_____ Date of Summary Evaluation Meeting: _____

Vice President/Dean/Administrative Supervisor: _____

1. Self-Evaluation Report(s). The Evaluation Committee has reviewed the Evaluatee's Self-Evaluation(s), and it is:

_____ SATISFACTORY _____ UNSATISFACTORY

Note: 'Satisfactory' does not require an explanation; If 'Unsatisfactory' is checked, please explain below:

2. Student Evaluations. The Evaluation Committee has reviewed the student evaluation report(s), if applicable, and they are:

_____ SATISFACTORY _____ UNSATISFACTORY

Note: 'Satisfactory' does not require an explanation; If 'Unsatisfactory' is checked, please explain below:

3. Administrative Evaluation. The Evaluation Committee has reviewed the Administrative Evaluation, and it is:

_____ SATISFACTORY _____ UNSATISFACTORY

Note: 'Satisfactory' does not require an explanation; If 'Unsatisfactory' is checked, please explain below:

4. Faculty Observations/Evaluations. The Evaluation Committee has reviewed materials and conducted observations/evaluations of the class(es)/session(s)/learning experience(s). The Faculty Observations/ Evaluations are:

_____ SATISFACTORY _____ UNSATISFACTORY

Note: 'Satisfactory' does not require an explanation; If 'Unsatisfactory' is checked, please explain below:

5. **Overall assessment of the Evaluee.** Include in the comments specific strong points, and specific areas for improvement. Include any recommendations you have for the Evaluee.

<p>6. Overall summary performance rating:</p> <p><input type="checkbox"/> Is Exemplary</p> <p><input type="checkbox"/> Surpasses Requirements</p> <p><input type="checkbox"/> Meets All Requirements</p> <p><input type="checkbox"/> Does Not Consistently Meet Requirements</p> <p><input type="checkbox"/> Does Not Meet Requirements</p>
<p>Number of votes: <input type="checkbox"/> For Rating <input type="checkbox"/> Against Rating (above)**</p> <p>(** A member of the Evaluation Committee who is in disagreement with the rating may attach a minority report.)</p> <p style="text-align: center;">Minority Report attached: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Signatures: [of Evaluation Committee (EC) Members]

Evaluation Committee Chair _____ Date _____

Evaluation Committee Member _____ Date _____
(if 2 member committee)

Vice President/Dean/Admin. Supervisor _____ Date _____

The Evaluee's signature on this form only indicates that s/he has reviewed this evaluation/ recommendation form.

Evaluee _____ Date _____



Peralta Community College District

COUNSELING FACULTY OBSERVATION-EVALUATION FORM
(For PART-TIME, LTS and TENURED FACULTY)

Semester _____ Academic Year _____ Date of Observation/Evaluation _____

Name of Faculty Evaluatee _____ College _____

Evaluator _____

General Instructions:

This form is for all part-time Counseling faculty observations/evaluations. Part-time Counseling faculty observation/ evaluations must be conducted once every three years.

In order for an eligible part-time Counseling faculty member to enter the Preferred Hiring Pool, every box in Part A and appropriate sections of Part B below must be checked. Any blank box in Part A will eliminate a part-time faculty member from consideration for the Preferred Hiring Pool. (NOTE: Having every box checked in Part A does not guarantee entry into the Preferred Hiring Pool--it is simply a minimum requirement).

For initial entry into the Preferred Hiring Pool, in addition to the checked boxes and comments in Parts A and B, Parts C and D must be completed and the summary evaluation rating must be "surpasses" or "exemplary." In subsequent evaluations (after initial entry into the Preferred Hiring Pool), every box in Part A and appropriate sections of Part B must be checked and a summary evaluation rating must be at minimum "meets all requirements" for a part-time Counseling faculty member to remain in the Preferred Hiring Pool.

Prior to the observation/evaluation, the Observer/Evaluator shall meet to determine when to conduct the observation/ evaluation.

Check the type of counseling session observed:

- Drop-in (should observe for minimum of one hour)
- 30-minute appointment
- 60-minute appointment
- Other: _____

Purpose of the Session:

(i.e., ed plan development, transfer review, scheduling classes, graduation petition, etc.)

A. Counseling Skills

Check if Observed	Element	Comment on each Element (whether checked or not - required)
	1. Emphasized confidentiality and demonstrated a variety of appropriate counseling skills including active listening, establishing rapport and developing trust, effective questioning, focused interviewing, reflecting content and feeling, and summarizing.	
	2. Encouraged the student to develop and clarify his/her own goals and take responsibility for developing a plan of action.	
	3. Promoted the student's independence and growth through counseling about key issues such as decision-making (including exploration of options), problem solving, and self-advocacy.	
	4. Anticipated and explored questions, issues, and potential challenges for the student.	
	5. Responded sensitively and appropriately to the differences, needs, and special circumstances of students from diverse backgrounds, including ethnicity, socio-economic status, religion, culture, education, (dis)ability, sexual orientation, and the like.	
	6. Treated the student fairly and respectfully and, when appropriate, advocated on the student's behalf. Recognized the right of students to have points of view different from the counselor's.	

B. Knowledge Base

Check if Observed	Element	Comment on each Element (whether checked or not - required)
	1. Provided student with accurate and timely information about assessment, prerequisites, degree and certificate programs, transfer requirements, and other key areas.	
	2. Emphasized thoroughness and accuracy when completing graduation petitions and when developing educational, career, and other plans with student.	
	3. Utilized a variety of campus, district, and/or community resources when making referrals to student, including financial aid, Library, Orientation, Learning Center, DSP&S, etc.	
	4. Accessed and demonstrated print, electronic, and other information resources to provide current and timely service to student, including use of campus forms and adherence to campus/district deadlines and procedures.	
	5. Demonstrated an understanding of any educational limitations due to the student's disability and recommended appropriate accommodations (DSP&S).	
	6. Demonstrated an understanding of the student's educational limitations and/or financial disadvantages and counseled the student appropriately (EOPS).	

C. Observation/Evaluation rating:
(see below for guidelines)

The counselor:

- Is exemplary
- Surpasses requirements
- Meets all requirements
- Does not consistently meet requirements
- Does not meet requirements

D. Justification of Rating

A rating of "Exemplary" or "Surpasses" is required for part-time faculty (who otherwise qualify) to gain entry into the Preferred Hiring Pool (see Article 30 of PFT contract). If you give a faculty member an evaluation rating of either "Exemplary" or "Surpasses" in part C, ***you must*** justify your rating, citing example(s) and/or specific factor(s). There is no "minimum" number of examples/factors that must be described ***in this section*** for a rating of "Exemplary" or "Surpasses." The requirement in this section is that the rating be clearly justified by the observer. Use additional page(s) if necessary.

Examples ***may*** include one or more of the following:

- unique and extremely effective ways in which the counselor demonstrated her/his counseling skills
- demonstration of exceptional knowledge base or application of knowledge base
- particularly effective use of tools and/or resources
- other areas in which the counselor excels

Specific factors ***may*** be -- but are not limited to -- attributes such as the ability to:

- convey sensitivity, encouragement, and support when responding to the student's needs
- employ different counseling styles (directive, non-directive, behavioral, etc.) depending on the student's needs
- set limits, recognizing the importance of the student taking responsibility for their own actions and life
- help the student see broad applications and implications for counseling issues in the student's life

Justify your rating. Please be as specific as possible:

Signatures:

Evaluator: _____ Date: _____

Evaluee: _____ Date: _____

The evaluee's signature on this form does not constitute acceptance of this evaluation. The evaluee has the right to append his/her own written comments.



Peralta Community College District
ADMINISTRATIVE EVALUATION FORM
(For PART-TIME, LTS and TENURED COUNSELING FACULTY)

Semester _____ Academic Year _____ Date _____

Name of Faculty Member _____ College _____

Administrative Evaluator _____

The purpose of this administrative review is to provide the Evaluation Committee with any information regarding the faculty member's professional responsibilities in the context of the administrative criteria listed below.

Professional Considerations and Responsibilities

(a check indicates administrator feels evaluatee fulfills this responsibility)

- Arrives for assigned shift promptly and ready for work. Does not inappropriately keep students or colleagues waiting.
Takes initiative in looking for ways to provide service to students wherever possible.
Adheres to department expectations of allotted counseling session times (drop-ins and differing appointment times).
Demonstrates sound judgment by knowing when to consult others. For example, asks for information or feedback from others before advising students. When appropriate, defers giving information with a commitment to check and follow-up. Follows-up with students and others to fulfill commitments.
Approaches counseling duties with a spirit of teamwork and cooperation, staying mindful of the goal of providing service to students.
Completes appropriate and required campus and district forms and records in a timely manner.
Is responsive to communications which have been received from faculty, staff, administration and students.
Displays behavior consistent with professional ethics as listed in the American Counseling Association or the American Association of University Professors.

Please use the space below to support your ratings above with comments, suggestions, strengths, areas to develop, or examples of service beyond basic responsibilities (i.e. attending department meetings on own time, professional development activities, undertaking student or campus service projects, etc).

Multiple horizontal lines for providing comments and suggestions.

Administrative Evaluation rating:

- Meets all requirements
Does not consistently meet requirements

Preferred Hiring Pool Eligibility Information (for part-time faculty only):

YES ___ NO ___ Either (1) employed as part-time faculty for 6 of last 10 semesters, or, if fewer, (2) successfully completed PCCD Faculty Diversity Internship program (if NO, skip to end)

YES ___ NO ___ This evaluation final summary RATING qualifies (or continues to qualify) the
faculty member for the Part-time Faculty Rehire Preference Pool
(if NO, skip to end)

_____ Average [teaching] load for last 3 Fall semesters

_____ Average [teaching] load for last 3 Spring semesters

[Administrator's Signature]

[Date]

If part-time Evaluatee is in the Part-time Faculty Rehire Preference Pool, evaluatee signature acknowledges above information and calculation:

[Evaluatee's Signature]

[Date]



Peralta Community College District

LIBRARY FACULTY REFERENCE OBSERVATION-EVALUATION FORM (For PART-TIME, LTS and TENURED FACULTY)

Semester Academic Year Date of Eval./Observation

Name of Faculty Evaluatee College

Evaluator

General instructions:

This form is for all part-time library faculty reference observations/evaluations. Part-time library faculty observations/evaluations must be conducted once every three years. In order for a part-time library faculty member to enter the Preferred Hiring Pool, every box in Parts A and B below must be checked. A blank box will eliminate a part-time library faculty member from consideration for the Preferred Hiring Pool.

For initial entry into the Preferred Hiring Pool, in addition to the checked boxes in Parts A and B, Part C must be completed and the summary evaluation rating must be "surpasses" or "exemplary." In subsequent evaluations (after initial entry into the Preferred Hiring Pool), every box in Parts A and B must be checked and a summary evaluation rating must be at minimum "meets all requirements" for a part-time faculty member to remain in the Preferred Hiring Pool.

Prior to the reference session observation/evaluation, the evaluator shall meet with the library faculty member to discuss the goals and objectives for the reference session. The library faculty member may provide the evaluator with any additional instructional materials considered appropriate.

A. Motivation and Interpersonal Skills

1. The librarian (check those that were observed or otherwise shown to be a part of the class):

- [] is enthusiastic and encouraging about the student's information need
[] presents ideas clearly
[] creates an atmosphere conducive to learning
[] encourages student participation
[] uses appropriate information resources in varied formats (e.g. print/online, graphic, multi-media, etc.)
[] supports students by treating them with respect
[] responds to students' questions/concerns
[] keeps the reference interview focused
[] upholds faculty/student confidentiality

Justify your assessment of the above factors (required) (use additional pages if necessary):

Three horizontal lines for justification text.

B. Knowledge Base & Application of Knowledge Base

1. The librarian (*check those that were observed or otherwise shown to be a part of the class*):

- is knowledgeable of librarianship (issues, best practices, methodologies, etc.)
- is organized and prepared for the reference interview
- involves students in the search process
- asks students questions to clarify information need (e.g. class assignment)
- encourages students to critically analyze, synthesize and evaluate information
- verifies that the student information needs have been met
- achieves objective(s) of the reference interview

Justify your assessment of the above factors (required) (*use additional pages if necessary*):

C. Justification of Rating

A rating of "Exemplary" or "Surpasses" is required for part-time faculty (who otherwise qualify) to gain entry into the Preferred Hiring Pool (*see* Article 30 of PFT contract). If you give a faculty member an evaluation rating of either "Exemplary" or "Surpasses" in part D, **you must** justify your rating, citing example(s) and/or specific factor(s). There is no "minimum" number of examples/factors that must be described **in this section** for a rating of "Exemplary" or "Surpasses." The requirement in this section is that the rating be clearly justified by the observer. Use additional page(s) if necessary."

Examples **may** include one or more of the following:

- unique and extremely effective ways in which the librarian demonstrates her/his motivational and interpersonal skills,
- exceptional knowledge base or application of knowledge base,
- other areas or duties in which the librarian excels (e.g. classroom, orientations/lab instruction, collection development, information technology, information competencies, etc.)

Specific factors **may** be -- but are not limited to -- attributes such as the ability to:

- synthesize and present ideas very clearly,
- use carefully chosen resources in various formats
- use physical demonstrations to clarify concepts
- have outstanding methods for addressing different learning styles
- encourage development of analytical and critical thinking, and information literacy (e.g., find, evaluate and use relevant information, discuss and analyze various possible reasons for specific hypotheses, or conclusions, facts, or opinions found in various research resources, and recognize need to prepare well-supported arguments using more than one perspective for class assignments)
- demonstrate responsiveness to student(s)
- maintain high standards of librarianship
- make learning relevant to students' lives by providing resources and teaching necessary skills to access information relevant to student's academic careers, employment, and long-life learning

D. Evaluation rating:

The librarian:

- Is exemplary
- Surpasses requirements
- Meets all Requirements
- Does not consistently meet requirements
- Does not meet requirements

Justify your rating. Please be as specific as possible:

Signatures:

Evaluator: _____ Date: _____

Evaluee: _____ Date: _____

The evaluee’s signature on this form does not constitute acceptance of this evaluation. The evaluee has the right to append his/her own written comments.



Peralta Community College District

ADMINISTRATIVE EVALUATION FORM
(For PART-TIME, LTS and TENURED LIBRARIANS)

Semester _____ Academic Year _____ Date _____

Name of Faculty Member _____ College _____

Administrative Evaluator _____

The purpose of this administrative review is to provide the Evaluation Committee with any information regarding the faculty member's professional responsibilities in the context of the administrative criteria.

Professional Considerations and Responsibilities (a check indicates administrator feels evaluatee fulfills this responsibility)

- Is responsive to communications which have been received from faculty, staff administration and students
Displays behavior consistent with professional ethics and academic freedom, as listed in the American Association of University Professors' Code of Ethics.
Participates in professional development activities, subject to all contractual agreements.

Check if applicable:

- Meets established reporting deadlines for submission of grades and census rosters.
Ensures that the grading policy, syllabus and course content accurately reflect topics and objectives of course outline, provided that the Dean makes the course outline available to the instructor at initial hire, at the assignment of any new course prep, and any time the course outline has been changed.
Submits syllabus and grading policy for each class to the Division Dean by the end of the first full week of class, (see Board Policy 3.30, "Additional Instructor Responsibilities," just after part B-4-G), provided that the Dean notifies the faculty member in writing of his/her responsibility and the deadline.
Generally submits book order information on time and according to college guidelines, provided the guidelines and forms are provided to the instructor in a timely manner.
Meets with class the required course clock hours, as per agreed-upon PCCD PFT guidelines

Comments, suggestions, strengths, weaknesses, explanations of rating (above)

Four horizontal lines for writing comments.

Administrative Evaluation Rating:

- Meets all requirements
Does not consistently meet requirements

Preferred Hiring Pool Eligibility Information (for part-time faculty only):

YES ___ NO ___ Either (1) employed as part-time faculty for 6 of last 10 semesters, or, if fewer,
(2) successfully completed PCCD Faculty Diversity Internship program
(if NO, skip to end)

YES ___ NO ___ This evaluation final summary RATING qualifies (or continues to qualify) the
faculty member for the Part-time Faculty Rehire Preference Pool
(if NO, skip to end)

_____ Average [teaching] load for last 3 Fall semesters

_____ Average [teaching] load for last 3 Spring semesters

[Administrator's Signature]

[Date]

If part-time Evaluee is in the Part-time Faculty Rehire Preference Pool, evaluee signature acknowledges
above information and calculation:

[Evaluee's Signature]

[Date]

PERALTA COMMUNITY COLLEGE DISTRICT
Office of Vice Chancellor,
Educational Services
333 E. 8th Street
Oakland, CA 94606