

Evaluation Guidebook for Part-Time Classroom Faculty

Table of Contents

X1.1.1	Introduction and Contract Language regarding Implementation of Guidelines
X1.1.2	More Introductory Contract Language including Purpose of Evaluations
X1.1.3	Evaluation Process
X1.1.4	Classroom Observation Procedure
X1.1.5	Student Evaluation Procedure
X1.1.6	Rights and Responsibilities of Evaluatees
X1.1.7	Guidelines for Evaluators
X1.1.8	Summary Report
X1.1.9	Timetable
X1.1.10	Orientation to Evaluation
X1.1.11	Performance Criteria for Part-Time Classroom Faculty
X1.1.12	Classroom Observation Form (sample)
X1.1.13	Classroom Observation Plan Form (sample)
X1.1.14	Student Evaluation Form (sample)
X1.1.15	Summary Report Form (sample)
X1.1.16	Optional Checklist for Evaluators
X1.1.17	Self-Evaluation Worksheet and Procedure for Completing the Self-Evaluation Report
X1.1.18	Improvement Plan (and sample Improvement Plan Form)

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

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

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

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

X1.1.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

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

X1.1.3 EVALUATION PROCESS

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

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

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

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

X1.1.4 **CLASSROOM OBSERVATION PROCEDURES**

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

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

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

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

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

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

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

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

X1.1.6.1 Rights

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

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

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

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

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

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

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

X1.1.6.7

Responsibilities

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

X1.1.7

GUIDELINES FOR EVALUATORS

X1.1.7.1

Evaluators shall read all materials and follow guidelines and timetables.

X1.1.7.2

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

X1.1.7.3

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

X1.1.7.4

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

X1.1.7.5

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

X1.1.7.6

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

X1.1.7.7

Evaluators shall respect the confidentiality of the process.

X1.1.7.8

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

X1.1.7.9

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

X1.1.7.10

Evaluators shall create a portfolio as follows:

X1.1.7.10.1

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

X1.1.7.10.2

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

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

X1.1.8 **SUMMARY REPORT**

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

Categories of evaluation ratings are as follows:

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

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

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

X1.1.9

TIMETABLE AND ACTIVITIES

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

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

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

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

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

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

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

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

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

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

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

X1.1.10 **ORIENTATION TO EVALUATION**

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

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

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

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

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

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

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

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

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

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

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

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

X1.1.11.2 Recognize the rights of students.

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

<i>Classroom Observation Form for Teaching Faculty</i>					
Evaluatee:	Course/Section Observed:	# Students Registered:			
Evaluator:	Date/Time/Place:	# Students Present:			
<p>On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary. </p>					
5	4	3	2	1	NA
Excellent	Above Average	Average	Below Average	Poor	Not Applicable
		Rating	Comments		
1. Objectives: The professor made a clear statement of the objectives of the session connected to the student learning outcomes of the course at the beginning of class or at another appropriate time.		[Select Rating...]			
2. Preparation: The professor was well-prepared for class with necessary materials.		[Select Rating...]			
3. Organization: The professor presented the material in an organized manner.		[Select Rating...]			
4. Clarity: The professor presented instructional material clearly.		[Select Rating...]			
5. Expertise: The professor displayed expertise in the subject.		[Select Rating...]			
6. Class Level: The professor presented material at a level appropriate to the course.		[Select Rating...]			
7. Learning Styles: When appropriate, the professor combined methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.		[Select Rating...]			
8. Respect: The professor treated all students respectfully.		[Select Rating...]			

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

Non-Classroom Observations

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

Classroom Observation Plan**(To be completed by the evaluatee prior to the classroom visit)****Course:** []**Section:** []**Room:** []**Time and Day of class:** []**Date of visit:** []**Number of students enrolled:** []**Evaluatee:** []**Evaluator:** []**Please attach your course syllabus.****1. State the objective(s) of the class session.**

[]

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

[]

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

[]

STUDENT EVALUATION FORM FOR TEACHING FACULTY

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

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

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

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

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

Summary Evaluation Form for Faculty

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

Summary Evaluation Form for Faculty

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

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee <input type="checkbox"/> Consistently High Ratings —Excellent overall performance. <input type="checkbox"/> Satisfactory Performance —Acceptable overall performance. <input type="checkbox"/> Needs Improvement —Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC). <input type="checkbox"/> Unsatisfactory Performance —Unacceptable overall performance.			
Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____		Date _____	
Signature of Evaluation Committee Members: (size of committee is determined by faculty status)			
Chair/Evaluator	(print name) _____ (signature) _____	Date _____	
Committee Member	(print name) _____ (signature) _____	Date _____	
Committee Member	(print name) _____ (signature) _____	Date _____	
This box only applies to <u>probationary</u> faculty.			
Recommendation (To be completed by Chair of Evaluation Committee) <input type="checkbox"/> Grant Tenure <input type="checkbox"/> Continue in Probationary Status <input type="checkbox"/> Termination of Service			
Resolution (To be completed by college president) <input type="checkbox"/> Grant Tenure <input type="checkbox"/> Continue in Probationary Status <input type="checkbox"/> Termination of Service			
President: _____		Date: _____	
Chancellor: _____		Date: _____	

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

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

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

To be completed by Department Review Team

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

Summary rating: _____

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

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

Disqualifying condition(s) identified: _____

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

_____ Preferential staffing status granted or maintained Date: _____

_____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____

Division Dean: _____ Signature _____

Evaluator (if applicable): _____ Signature _____

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

(Optional) Part-Time Faculty Evaluation Checklist for Evaluators

Name of Evaluatee

Pre-Evaluation Meeting

Date: _____

Time: _____

Location: _____

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

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

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

X1.1.16

SELF EVALUATION

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

X1.1.16.1

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

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

Self Evaluation for Classroom Faculty

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

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

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

Classroom Teaching and Methodology

	Often/Always	Sometimes	Rarely/ Not Applicable	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. readings, videos, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Canvas, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				

	Often/Always	Sometimes	Rarely/ Not Applicable	Not Sure/ Not Applicable
I am sensitive to the needs of students with diverse backgrounds and experience.				
My materials are culturally inclusive and diverse.				
I provide course materials that are accessible and comply with current standards and practices				
I present information in more than one format: text, audio, hands-on, etc.				
I use varied assessment and/or test formats: scenario-based questions, oral presentations, group projects, video and voice recordings, role-play, simulations, portfolios.				
I provide learning opportunities to keep students motivated: assignments that feel relevant, skill building through games, etc.				
I use guiding language to help students work with content in meaningful ways (e.g., explaining what to look for in an article, video guides, etc.).				
I use antiracist practices (by seeking to acknowledge my own biases and privilege, by looking at student outcome and transforming my teaching and curriculum to close equity gaps, by amplifying minoritized voices, by creating a community of belonging and inclusivity developing community partnerships, etc.).				
I publish my Canvas shells for every course and post my syllabus and grades for easy student access.				
My materials and assessment are designed to help students achieve my course learning outcomes.				

Professional Responsibilities

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor).				
I am a member of a professional organization.				
I keep up with innovations in instructional technology and best practices in online instruction.				
I seek out training and data related to Diversity, Equity, Inclusion and Accessibility.				

Self Evaluation Report

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

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

Possible questions to consider include:

A. Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How have you addressed issues of diversity, equity, inclusion, and accessibility in your work?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B. Professional Responsibilities

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

C. Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities have you completed since your last evaluation, and what activities do you anticipate pursuing in the near future?

D. Needs and Goals

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

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

Improvement Plan

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

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

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

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

Comments:

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