Evaluation Guidebook
for
Probationary Librarians

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

X4.2.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

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

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

X4.2.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

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

X4.2.3 **COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE TENURE REVIEW COMMITTEE**

X.4.2.3.1 The Tenure Review process shall be conducted in adherence to the applicable Education Code (87663d).

X.4.2.3.2 The Tenure Review Committee (TRC) is charged with the responsibility of conducting the evaluation and shall be composed of three members: one regular faculty member chosen by the probationary faculty member; one regular faculty member chosen by the department/sub-area of which the probationary faculty member is a part (in the case of a one person department/subarea, this faculty member shall be chosen by the division/area of which the probationary faculty member is a part.); and one manager who is the immediate supervisor of the probationary faculty member or the dean of instruction/dean of student services/area dean. This manager shall be appointed by the president.

X.4.2.3.3 An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three years.

X.4.2.3.4   Responsibilities of Members of the TRC:

X.4.2.3.4.1   The TRC shall select a chair by majority vote whose responsibilities include the following:

A) convening the TRC conferences at least two times each semester at mutually agreeable times: (1) a pre-evaluation conference; (2) if necessary, a progress evaluation conference after TRC members have completed workplace observation; (3) a post evaluation conference after all evaluations have been completed;

B) ensuring that committee members and the evaluate have appropriate forms;

C) coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;

D) adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;

E) communicating evaluation results to the probationary faculty member;

F) ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and

G) ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.

X4.2.4   WORKPLACE OBSERVATION PROCEDURE FOR LIBRARIANS

X4.2.4.1   Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.

X4.2.4.2   Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.

X4.2.4.3   In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as written documentation developed by librarians in the course of their work.

X4.2.4.4   The evaluator/observer shall observe librarians working with clients for at least one hour. When the librarian's primary responsibility does not involve working directly with students (for example, cataloging, acquisitions), said librarian will be observed, interviewed, and evaluated based on the assigned primary responsibilities. A similar workplace observation form will be developed.

X4.2.4.5   The documentation used for workplace observation shall include narrative comments. (See the Workplace Observation Form for Librarians).

X4.2.4.6   Within two weeks of the observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the visitation.

X4.2.5 **STUDENT EVALUATION PROCEDURE FOR LIBRARIANS**

X4.2.5.1   Student evaluation forms shall be administered, completed, and returned by each student at the end of each reference session or interview or library orientation session conducted by the librarian between the start of the fifth week and the end of the eighth week of the semester. The student will receive the form from the librarian. The student shall submit the form in a sealed envelope to the circulation desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will deliver the forms to the appropriate manager or designee.

X4.2.5.2   In the case where a librarian is evaluated in a classroom setting, including a library workshop, during the same semester that he or she is evaluated during reference sessions, student evaluations will be administered during the workshop or class. In this case, the disbursement and collection of student evaluations during reference sessions or interview or library orientation sessions shall cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part-time and faculty emeritus employees.

X4.2.5.3   The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each reference session/interview in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

X4.2.5.4   The original student evaluation forms shall be confidentially maintained. If the probationary faculty member is awarded tenure, original student evaluations will be destroyed. If the probationary faculty member is denied tenure, student evaluations will be stored for at least five years after notification of tenure denial.

X4.2.5.5   The form used for student evaluations shall be the Student Evaluation Form for Librarians. Library Workshops shall be evaluated using the Student Evaluation Form for Library Workshops.

X4.2.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X4.2.6.1   <u>Rights</u>

X4.2.6.1.1   A probationary faculty member being considered for tenure is entitled to be informed of the procedures of the Tenure Review process, including all appeal processes and the basis upon which tenure decisions are made. The probationary faculty member must be informed of criteria-related expectations.

X4.2.6.1.2   The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.

X4.2.6.1.3   The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.

X4.2.6.1.4   The probationary faculty member has the right to expect members of the TRC to adhere to the guidelines stipulated in this article and to expect that they will strive to maintain objectivity, and ensure that any decisions regarding tenure are in agreement with the principles of academic freedom.

X4.2.6.1.5   The probationary faculty member has the right to a confidential process.

X4.2.6.1.6   The probationary faculty member may wish to select a peer advisor who shall serve as an independent advisor (or mentor) during the Tenure Review process. A peer advisor is a faculty member who volunteers to work with and advise the probationary faculty member.

X4.2.6.1.7   The probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.

X4.2.6.1.8   The peer advisor (mentor) could provide assistance to the candidate in areas such as the following:

A) teaching styles and strategies;

B) theories and styles of student learning;

C) cultural diversity issues related to student learning and teaching strategies;

D) district and college policies and procedures;

E) workshops, conferences, courses and classes;

F) introducing the candidate to colleagues; and

G) helping with student problems.

X4.2.6.1.9   The peer advisor (or mentor) may not serve on the probationary faculty member's Tenure Review Committee during a semester in which he/she is functioning as the peer advisor or mentor.

X4.2.6.2   Responsibilities

X4.2.6.2.1   The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.

X4.2.6.2.2   The probationary faculty member is required to cooperate with the TRC in creating and implementing an improvement plan to address any identified weaknesses and to participate in the activities agreed upon in the plan.

X4.2.6.2.3   In the case of vocational faculty who do not possess a bachelor's degree, the TRC and the probationary faculty member shall develop a plan for the completion of the degree within the probationary period if the bachelor's degree continues to be mandated law. The TRC shall

establish a method for monitoring and documenting progress of the probationary faculty member.

X4.2.7 **GUIDELINES FOR EVALUATORS**

X4.2.7.1 Evaluators shall read all materials and follow guidelines and timetables.

X4.2.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

X4.2.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.

X4.2.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.

X4.2.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.

X4.2.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.

X4.2.7.7 Evaluators shall respect the confidentiality of the process.

X4.2.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.

X4.2.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.

X4.2.7.10 Evaluators shall create a portfolio as follows:

X4.2.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.

X4.2.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

X4.2.7.10.3 The portfolio will contain, at the minimum:

a. student evaluation transcriptions, including percentages and typed comments;

b. completed classroom observation forms (including the classroom observation plan form);

c. completed self evaluation report;

d.   improvement plan, if needed;

e.   summary report form;

f.   other documentation mutually agreed upon by the evaluation committee and the faculty;

g.   job announcement for probationary faculty members;

h.   criteria-related material from the personnel file; and

i.   criteria-related input from the department chair and/or dean (if submitted).

X.4.2.7.11   If an administrator chairs the TRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the TRC chair.

X4.2.7.12   If a member of the TRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X4.2.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X4.2.8   **SUMMARY REPORT**

X4.2.8.1   The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:

A)   Consistently High Ratings

B)   Satisfactory

C)   Needs Improvement

D)   Unsatisfactory Performance

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

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

X.4.2.8.2   The TRC must submit to the president one of the recommendations listed below on each probationary faculty member at the end of each evaluation cycle. While each TRC member signs the summary report, the signature might not mean concurrence with the final recommendation of the TRC. (The signature section

of the summary report for TRC members should signify participation but necessarily agreement.)

X.4.2.8.2.1   Grant Tenure

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

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

X4.2.8.2.2 Continuation in Probationary Status

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

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

X4.2.8.2.3 Termination of Service

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

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

X4.2.9   **TIMETABLE AND ACTIVITIES**

X4.2.9.1   Probationary faculty members shall be evaluated during the first, second, third, fifth and seventh semesters. All full- time faculty hired to begin service mid - year (that is, in a spring semester) shall be evaluated during the second, third, fourth, sixth, and eighth semesters of service. All other conditions of the faculty evaluation policy shall remain unchanged. All faculty hired mid-year may be evaluated during their first semester at the discretion of the department, using the part-time evaluation procedures.

X4.2.9.2   While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.13.2.1.2 if the timetable variation materially impacted the evaluation.

X4.2.9.3   The following schedule shall serve as a guide in completing the evaluation process:

X4.2.9.3.1   August-September/January-February
Evaluators are selected. Orientation to evaluation for the Tenure Review Committee (TRC) and probationary faculty members is conducted.

X4.2.9.3.2   September/February

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

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

X4.2.9.3.3   September-November/February-April
Workplace observations occur. TRC members will complete the appropriate observation forms and conduct follow-up conference(s) with probationary faculty members to review observations.

X4.2.9.3.4   September-November/February-April
Student evaluations are conducted.

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

X4.2.9.3.5   November/April
Probationary faculty member completes the Self Evaluation Report and submits it to the TRC chair. The manager on the TRC and the United Faculty vice-president may review the personnel file of the probationary faculty member and forward all criteria-related documents in the file to the TRC for review. The TRC may receive input that is relevant to the criteria from the Department Chair (if applicable).

X4.2.9.3.6   December/May

X4.2.9.3.6.1   Post-evaluation conferences: The TRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

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

X4.2.9.3.6.2   The TRC holds a post-evaluation conference with the probationary faculty member to discuss all aspects of the evaluation, including the summary report and the development of an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X4.2.9.6.3   The Evaluation Portfolio shall be forwarded to the college president.

X4.2.9.6.4   The President reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The President may disagree with the TRC's recommendation.

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

X4.2.9.6.5   The President submits the summary report to the Chancellor.

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

X4.2.9.6.6   The Chancellor submits recommendations to the governing board.

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

X4.2.9.6.7   The Chancellor returns the summary report to the president who places the report into the evaluation portfolio and ensures that the portfolio is placed in the personnel file of the probationary faculty member.

X4.2.10   **IMPROVEMENT PLAN**

X4.2.10.1   If level of performance on the summary evaluation form is less than satisfactory, a specific plan for performance-improvement shall be developed by the TRC in consultation with the probationary faculty member. The division dean or designee, in consultation with the department chair, shall monitor activities listed on the improvement plan to ensure timely completion. UF shall be notified by the chair of the TRC of the intent to give an improvement plan. At the post-evaluation conference, the evaluatee shall be informed of his or her right to union representation, and the evaluatee shall have 10 faculty-service days to sign the improvement plan. Signature indicates receipt but not necessarily agreement.

X4.2.10.2   The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. The improvement plan may identify available resources such as (but not limited to, staff development, workshops, conferences or other classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

X4.2.10.3   Sample Improvement Plan

Improvement Plan Progress Report Form

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

Date of Progress Report _____

Manager (Vice President or Designee) Completing Progress Report _____

Department Chair: _____

Summary of Previous Evaluations

Summary of Concerns Articulated in Improvement Plan

Summary of Progress Made in Responding to Areas of Concern

Summary of How the Evaluatee Has Met Professional Responsibilities

Signatures:

Manager (Vice President or Deisgnee): _____

Department Chair: _____

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

X4.2.11   **INSTITUTIONAL SUPPORT**

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

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

X4.2.12   **ORIENTATION TO EVALUATION**

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

X4.2.12.1   Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.

X4.2.12.2   The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.

X4.2.12.3   The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.

X4.2.12.4   The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.

X4.2.12.5   Every tenured faculty member must attend an orientation once every three years.

X4.2.13   PROGRESS REPORTS

X4.2.13.1   For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.

X4.2.13.2   For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.

X4.2.13.3   For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.

X4.2.13.4   No Progress Report shall be written for any faculty who member who has not received an Improvement Plan.

X4.2.13.5   A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.

X4.2.13.6   The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.

X4.2.13.7   The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.

X4.2.13.8   The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.

X4.2.13.9   The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.

X4.2.13.10   For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X4.2.14   **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X4.2.14.1   Available Procedures

X4.2.14.1.1   Appeals Process

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

X4.2.14.1.2   UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using

the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X4.2.14.1.3   Board Policy 2002

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

X4.2.14.2   Specifics of Appeals Process

X4.2.14.2.1   Limitations of the Appeals Process

X4.2.14.2.1.1   Allegations of bias

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

X4.2.14.2.1.2   Allegations of Procedural Violations

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

X4.2.14.2.1.3   Allegations of an Inappropriate Improvement Plan

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

X4.2.14.2.2   Steps in the Appeals Process

X4.2.14.2.2.1   The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X4.2.14.2.2.2   Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X4.2.14.2.2.3   The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

X4.2.14.2.2.4   The panel shall review all supportive documentatioN

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

X4.2.14.2.2.5   The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.

X4.2.14.2.2.6   The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.

X4.2.14.2.2.7   If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X4.2.14.2.3   Composition of the Due Process Panel

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

X4.2.14.2.4   Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.l4.1a.

X4.2.15   **PERFORMANCE CRITERIA FOR PROBATIONARY LIBRARIANS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goals of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist are to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of probationary counselors, librarians.

X4.2.15.1   Demonstrate competence in performing library duties and other responsibilities.

    X4.2.15.1.1   Display expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.

    X4.2.15.1.2   Ask appropriate questions to clarify students' informational needs.

    X4.2.15.1.3   Help maintain a library environment conducive to student learning.

    X4.2.15.1.4   Adhere to the agreed-upon weekly schedule that meets the requirements of this contract, keep appropriate records and meet agreed-upon deadlines.

    X4.2.15.1.5   Provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services.

    X4.2.15.1.6   Treat colleagues fairly and politely as fellow professionals, and be considerate in dealings with other college staff.

X4.2.15.2   Recognize the rights of students.

    X4.2.15.2.1   Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.

    X4.2.15.2.2   Recognize the right of students to have points of view different from the instructor's.

    X4.2.15.2.3   Treat students fairly and politely.

    X4.2.15.2.4   Be attentive to student questions and comments, and be clear and precise in response.

X4.2.15.3   Participate in non-library professional responsibilities.

    X4.2.15.3.1   Attend required management-called meetings.

    X4.2.15.3.2   Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third or fourth years only and permitted in the second year. (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately share of meetings or committees.)

    X4.2.15 3.3   Participate in the evaluation process in a professional and timely manner.

X4.2.15.4   Participate in professional growth activities beginning the second year and thereafter. These may include the following:

X4.2.15.4.1 participating in activities designed to enhance professional performance independent research, learning and developing strategies for more effectively serving students and patrons of the library, advanced course work related to the discipline, creating and maintaining professional contacts and occupational training, developing new courses and/or curricula, and applying professional knowledge and/or skills to community and similar activities;

X4.2.15.4.2 serving on college, district, and/or statewide committees; and

X4.2.15.4.3 maintaining and expanding knowledge and skills in subject matter appropriate to professional responsibilities by staying current with new information systems and new technologies, and new resources in academic and vocational disciplines.

X4.2.15.5 Adhere to criteria for teaching faculty (in addition to criteria for librarians) when leading a workshop or teaching a class.

X4.2.16.6 **EVALUATION OF FACULTY HIRED MID-YEAR**

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

Librarian Workplace Observation Form

Evaluatee _____   Time and Place of Observation _____

Evaluator _____   # of Clients Served _____   Date _____

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

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

	5	4	3	2	1	NA	Comments
1. Expertise: The librarian demonstrated expertise in subject matter appropriate to assigned responsibilities.							
2. Reference Interviews: The librarian asked appropriate questions to clarify students' information needs.							
3. Clarity: The librarian was attentive to questions and clear and precise in response.							
4. Respect: The librarian treated all students respectfully.							
5. Controversial Material: The librarian recognized the right of students to have points of view different from the librarian's.							
6. Providing Direction: The librarian demonstrated competence in providing direction and instruction for library and on-line resources.							
7. Atmosphere: The librarian demonstrated effective skills in maintaining a library environment conducive to student learning.							
8. Responsibility: The librarian keeps appropriate records, meets deadlines and accomplishes assigned responsibilities							
9. Evaluation Process: The librarian participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR REFERENCE LIBRARIANS

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

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

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

5
Always/Excellent

4
Often/Above Average

3
Sometimes/Average

2
Rarely/Below Average

1
Never/Poor

NA
"Not Applicable" (I can't answer.)

The librarian	5	4	3	2	1	NA	Comments
1. made me feel welcome in the library.							
2. treated me respectfully.							
3. clearly explained the library and on-line resources that were available to me.							
4. made me feel comfortable about asking questions.							
5. knew how to find the material and resources that I needed.							
6. listened to me and answered questions in a way that I could understand.							

STUDENT EVALUATION FORM FOR LIBRARY WORKSHOPS

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

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

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

5	4	3	2	1	NA
Always/Excellent	Often/Above Average	Sometime/Average	Rarely/Below Average	Never/Poor	"Not Applicable" (I can't answer.)

The librarian leading the workshop	5	4	3	2	1	NA	Comments
1. told the class what we were going to do and what we were expected to learn.							
2. included material in the workshop that was relevant to my course.							
3. knew how to find material and resources connected to my course.							
4. was organized and presented information clearly.							
5. was well-prepared for class.							
6. checked during class to see if students understood the material.							
7. encouraged students to ask questions and/or express their points of view.							
8. answered questions clearly.							
9. showed interest in the material that we were studying.							
11. explained the library resources that were available to me.							
12. encouraged me to think and explore new ideas.							
13. treated all students respectfully.							

Summary Evaluation Form for Faculty

| Evaluatee: [ ] | Date of hire: [ ] | Evaluation Sem/Year: [ ] |

Check Faculty Status: [ ] Tenured Full-time Faculty   [ ] Probationary (Tenure Track) Faculty   [ ] Part-time Faculty

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

Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? [ ] Yes   [ ] No

Summary of previous evaluation (available in Division Office), if applicable:
[ ]

Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office):
[ ]

Summary of classroom/workplace observations—attach observation forms and comments:
[ ]

Summary Evaluation Form for Faculty

Summary of self-evaluation—attach self evaluation report:

[ ]

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

[ ]

Evaluatee comments—attach a separate sheet if necessary:

[ ]

Summary Evaluation Form for Faculty

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

☐ **Consistently High Ratings**—Excellent overall performance.

☐ **Satisfactory Performance**—Acceptable overall performance.

☐ **Needs Improvement**—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCCD).

☐ **Unsatisfactory Performance**—Unacceptable overall performance.

_____ [ ]

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

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

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

[ ]
Committee Member   **(print name)**   _____   _____ [ ]
                                              (signature)   **Date**

[ ]
Committee Member   **(print name)**   _____   _____ [ ]
                                              (signature)   **Date**

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

☐ **Grant Tenure**   ☐ **Continue in Probationary Status**   ☐ **Termination of Service**

Resolution (To be completed by college president)

☐ **Grant Tenure**   ☐ **Continue in Probationary Status**   ☐ **Termination of Service**

President: _____   **Date:** _____

Chancellor: _____   **Date:** _____

X4.2.21 **SELF EVALUATION FOR LIBRARIANS**

For your self-evaluation, you are asked to write a report discussing your work in the library, your handling of professional responsibilities, and your professional development.

X4.2.21.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

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

Performance of Library Duties

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I help maintain a library environment conducive to student learning.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I ask appropriate questions to clarify students' informational needs.				
I am approachable and welcome student inquiries.				
I am considerate in my dealings with other college staff.				
I provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services.				
I communicate ideas clearly, concisely, and effectively.				
I am sensitive to the learning styles/challenges of each student.				
I am sensitive to the needs of students with diverse backgrounds and experience.				
I adhere to the agreed-upon weekly schedule that meets contractual requirements.				
I use my time in the library efficiently.				
I maintain professional standards in completing assigned duties, including cataloging and acquisitions.				
I keep appropriate records and meet agreed-upon deadlines.				
I use antiracist practices (by seeking to acknowledge my own bias and privilege, by amplifying minoritized voices, by creating a community of belonging and inclusivity developing community partnerships, etc.).				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. SLO's; Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself accessible to students and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

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

X4.1.21.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Performance of Library Duties
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Performance of Library Duties

- What new effective practices or pedagogical approaches have you used recently?

- How have you addressed issues of diversity, equity, inclusion, and accessibility in your work?

- How do you plan to continue developing your practices and approaches in the future?

- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)

- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?

- How do you plan on addressing these challenges in the future?

- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

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