

Evaluation Guidebook
for
Probationary (Tenure-Track)
Partially Online (Hybrid) Classroom Faculty

Updated 2-6-2023

Table of Contents

X6.2.1	Introduction and Contract Language regarding Implementation of Guidelines
X6.2.2	More Introductory Contract Language including Purpose of Evaluations
X6.2.3	Composition, Formation and Responsibilities of the Tenure Review Committee
X6.2.4	Hybrid Classroom Observation Procedures
X6.2.5	Hybrid Student Evaluation Procedures for Probationary Classroom Faculty
X6.2.6	Rights and Responsibilities of Evaluatees
X6.2.7	Guidelines for Evaluators
X6.2.8	Summary Report
X6.2.9	Timetable
X6.2.10	Improvement Plan and Sample Improvement Plan Form
X6.2.11	Progress Reports
X6.2.12	Institutional Support
X6.2.13	Orientation to Evaluation
X6.2.14	Due Process Procedure for Probationary and Regular Faculty
X6.2.15	Performance Criteria for Probationary Classroom Faculty
X6.2.16	Partially Online (Hybrid) Classroom Observation Form (sample)
X6.2.17	Partially Online (Hybrid) Classroom Observation Plan Form (sample)
X6.2.18	Partially Online (Hybrid) Student Evaluation Form (sample)
X6.2.19	Summary Evaluation Form
X6.2.20	Optional Checklist for Evaluators
X6.2.21	Self-Evaluation Worksheet and Procedure for Completing the Self- Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/4CD Contract related to the evaluation of Probationary (Tenure Track) Partially Online (Hybrid) Classroom Faculty. Probationary classroom faculty not teaching partially online (hybrid) classes, as well as counselors, librarians, learning disability specialists, part-time and tenured faculty should consult different guidebooks (available online, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available online or through your Division Office. If you have questions about the evaluation process or about the forms, please contact United Faculty or your Division Dean.

X6.2.1 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 fall 2010 and shall be implemented beginning spring 2023.

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.

- X6.2.1.1 If any instructional hours of a course will be online (whether synchronous or asynchronous) while other instructional hours of the same course will be regularly scheduled in-person, the course will be considered partially online (hybrid) for the purposes of the evaluation procedure. Online classes where the only in-person portion of the course consists of exams/assessment given in-person shall not be considered hybrid, but shall be treated as online classes for the purpose of evaluation. Additionally, sections with fewer than four in-person meetings per semester that include instruction, that shall be evaluated as an online class (rather than a hybrid class).

X6.2.2 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.

X6.2.3 COMPOSTION, FORMATION AND RESPONSIBILITIES OF THE TENURE REVIEW COMMITTEE

- X6.2.3.1 The Tenure Review process shall be conducted in adherence to the applicable Education Code (87663d).
- X6.2.3.2 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.
- X6.2.3.3 An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three year.
- X6.2.3.4 Responsibilities of Members of the TRC:
- X6.2.3.4.1 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 classroom observation; (3) a post evaluation conference after all evaluations have been completed;
 - B) ensuring that committee members and the evaluatee 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.

X6.2.4 **PARTIALLY ONLINE (HYBRID) CLASSROOM OBSERVATION PROCEDURES**

- X6.2.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. When a faculty member is evaluated for a partially online course, the evaluation must be completed by at least one evaluator who has demonstrated qualifications to teach online. It is recommended that to the extent possible the evaluation of all online faculty teaching partially online should be conducted by evaluators with experience teaching online. Where multiple evaluators are available, faculty who have successfully completed the 4CD training class in Becoming an Effective Online Instructor (BEOI) or the equivalent and who have experience teaching partially online (hybrid) classes or who have successfully completed the 4CD training class in Becoming an Effective Hybrid Instructor (BEHI) should be prioritized when assigning evaluators.
- X6.2.4.2 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, and evidence of faculty/student interactions in the online portion of the class (such as discussion board posts, live web-conferencing archives, or other communications). The confidentiality of student work shall be maintained. During this conference (face to face or using web-conferencing) the evaluator will also be given an orientation to and instructions for navigating the online classroom, which may include external tools and proprietary materials in order to best view interactions between faculty and student and between students (such as how to access external tools and proprietary materials, and how best to view interactions between faculty and students and between students). The pre-evaluation conference shall be a synchronous meeting.
- X6.2.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. At least 24 hours prior to the observation, the evaluatee shall also complete and submit the Classroom Observation Information Plan Form to the evaluator. The evaluatee is responsible for granting “evaluator access” to the Learning Management System through which students access the online portion of class. The evaluator shall focus primarily on material outlined in the classroom observation plan form and on regular and substantive instructor-initiated interactions and student-student interactions during only the 7-day period of the evaluation, but may access additional non-private material referenced during the evaluation period as needed. Gradebook review shall not be included in the evaluation except where feedback from the instructor during the 7-day period of the evaluation may be considered as part of instructor-student interaction.

X6.2.4.4 Each evaluator shall observe an in-person class meeting for at least 30 minutes during the same 7-day period that the evaluator reviews the online portion of the class. Each evaluator shall observe the online portion of the class for at least 30 minutes or enough time to gain a reasonable understanding of job performance. For hybrid classes, the same evaluator shall evaluate both delivery modes of the class, and the evaluation will reflect the curricular connection between both delivery modes of the course.

X6.2.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:

For probationary faculty, the evaluator(s) shall observe three class sections, at least two of which will be different courses when possible. Evaluatee will chose one class section and the committee will choose the other two. For faculty whose assignments regularly span more than one discipline or mode of delivery, the TRC will evaluate performance in each discipline/mode at least once during the probationary period.

X6.2.4.6 The documentation used for classroom observation shall include narrative comments (see Hybrid Classroom Observation Form).

X6.2.4.7 Within two weeks of the classroom observation, each evaluator shall complete the hybrid classroom observation form and meet (in-person or synchronously online) with the evaluatee to discuss the observation.

X6.2.4.8 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.

X6.2.4.9 To determine the number of students “in attendance” during the online portion of the observation, the evaluator will check to see how many students have logged in to the course during the 7- day observation period. Under “People” in Canvas, count “active” students during the week being observed. This is the number of students in attendance to be listed on the observation form.

X6.2.5 **HYBRID STUDENT EVALUATION PROCEDURE FOR PROBATIONARY CLASSROOM FACULTY**

For student evaluations of hybrid classes, the hybrid student-evaluation form shall be used, and whenever possible, evaluations shall be conducted using the in-person student-survey procedures.

X6.2.5.1 The evaluator shall confirm with the evaluatee the start date for student evaluations. The standard weeks of student evaluations are weeks 8 and 9 (or the middle of the semester) for full-term fall and spring classes. However, the evaluatee may elect to start student

evaluations any time between weeks 6 and 12 for full-term fall and spring classes. For short-term classes, the evaluatee should select a two-week period for student evaluations in the middle or close to the middle of the course.

X6.2.5.2 For probationary faculty, student evaluations shall be conducted in two sections. The online section(s) shall be chosen according to the Classroom Observation Procedure.

X6.2.5.3 The Chair of the TRC or designee shall notify the local evaluation software administrator to request that student evaluations be administered during the agreed-upon period of time. Students will be assured of the anonymity of their responses. After the evaluation period has ended, the evaluation software (or Student Evaluation) administrator (or management designee) will send the completed student-survey report to the TRC Chair.

X6.2.5.4 Management shall ensure that student-survey reports are kept confidential. The TRC shall review the summary data sheet and the student comments. The chair shall summarize the student comments and the objective data in the summary report. The summary data sheet and student comments shall be attached to the summary report.

X6.2.5.5 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.

X6.2.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X6.2.6.1 Rights

X6.2.6.1.1 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.

X6.2.6.1.2 The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.

X6.2.6.1.3 The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.

X6.2.6.1.4 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.

- X6.2.6.1.5 The probationary faculty member has the right to expect all intellectual property rights to be protected and maintained per Article 26 of the UF Contract.
- X6.2.6.1.6 The probationary faculty member has the right to a confidential process.
- X6.2.6.1.7 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.
- X6.2.6.1.8 The probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.
- X6.2.6.1.9 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.
- X6.2.6.1.10 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.

X6.2.6.2 Responsibilities

- X6.2.6.2.1 The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.
- X6.2.6.2.2 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.
- X6.2.6.2.3 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.

X6.2.7 GUIDELINES FOR EVALUATORS

- X6.2.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X6.2.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X6.2.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X6.2.7.4 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.
- X6.2.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X6.2.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X6.2.7.7 Evaluators shall respect the confidentiality of the process.
- X6.2.7.8 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.
- X6.2.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X6.2.7.10 Evaluators shall create a portfolio as follows:
 - X6.2.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X6.2.7.10.2 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.

X6.2.7.10.3 The portfolio will contain, at the minimum:

- a. student evaluation reports, including percentages and student 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).

X6.2.7.11 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.

X6.2.7.12 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 X1.2.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X6.2.8 **SUMMARY REPORT**

X6.2.8.1 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).

X6.2.8.2 The TRC must submit to the president one of the recommendations listed below for 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 not necessarily agreement.)

X6.2.8.2.1 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.

X6.2.8.2.2 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.

X6.2.8.2.3 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.

X6.2.9 **TIMETABLE AND ACTIVITIES**

X6.2.9.1 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.

X6.2.9.2 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 X6.2.14.1.1 if the timetable variation materially impacted the evaluation.

X6.2.9.3 The following schedule shall serve as a guide in completing the evaluation process:

X6.2.9.3.1 August-September/January-February

Evaluators are selected. Orientation to evaluation for the Tenure Review Committee (TRC) and probationary faculty members is conducted.

X6.2.9.3.2 September/February

Tenure Review Committee (TRC) will conduct an in-person or online synchronous 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.

X6.2.9.3.3 September-November/February-April

Classroom and/or workplace observations occur. Prior to each class observation, the evaluatee shall complete the Hybrid Classroom Observation Plan Form and meet synchronously online with each evaluator. During the conference, the evaluator will be given an orientation to and instructions for navigating the online portion of the class. TRC members will complete the appropriate classroom observation forms and conduct follow-up conference(s) with evaluatee to review observations.

X6.2.9.3.4 September-November/February-April

Student evaluations are conducted.

If necessary, a progress evaluation conference between the TRC and the probationary faculty to discuss classroom 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.

X6.2.9.3.5 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).

X6.2.9.3.6 December/May

- X6.2.9.3.6.1 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.
- X6.2.9.3.6.2 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.
- X6.2.9.3.6.3 The Evaluation Portfolio shall be forwarded to the college president.
- X6.2.9.3.6.4 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.

X6.2.9.3.6.5 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.

X6.2.9.3.6.6 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.

X6.2.9.3.6.7 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.

X6.2.10 IMPROVEMENT PLAN

X6.2.10.1 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.

X6.2.10.2 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 classroom/job environment observations. The

improvement plan shall be included in the probationary faculty member's portfolio.

X6.2.10 **SAMPLE IMPROVEMENT PLAN FORM**

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.

X6.2.11 **PROGRESS REPORTS**

- X6.2.11.1 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
- X6.2.11.2 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.
- X6.2.11.3 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.
- X6.2.11.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X6.2.11.5 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.
- X6.2.11.6 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.
- X6.2.11.7 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.
- X6.2.11.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X6.2.11.9 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.
- X6.2.11.10 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.

X6.2.11.11 SAMPLE PROGRESS REPORT FORM

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 Designee): _____	
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.

X6.2.12 **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) an 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 evaluatee.

X6.2.13 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an online 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.

- X6.2.13.1 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.
- X6.2.13.2 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.
- X6.2.13.3 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.
- X6.2.13.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X6.2.13.5 Every tenured faculty member must attend an orientation once every three years.

X6.2.14 DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY

X6.2.14.1 Available Procedures

X6.2.14.1.1 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.

X6.2.14.1.2 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.

X6.2.14.1.3 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.

X6.2.14.2 Specifics of Appeals Process

X6.2.14.2.1 Limitations of the Appeals Process

X6.2.14.2.1.1 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.

X6.2.14.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article. The allegations may include failure to follow the established timetable and failure to use the criteria delineated in this article. Any allegation of a procedural violation 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.

X6.2.14.2.1.3 Allegations of an Inappropriate Improvement Plan
This procedure can be used to allege inappropriateness of remedial activities.

X6.2.14.2.2 Steps in the Appeals Process

X6.2.14.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. The complainant must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X6.2.14.2.2.2 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.

X6.2.14.2.2.3 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.

X6.2.14.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the TRC as well as others who may attest to the validity of the complaint. TRC 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.

X6.2.14.2.2.5 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.

X6.2.14.2.2.6 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.

X6.2.14.2.2.7 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.

X6.2.14.2.3 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.

X6.2.14.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X6.2.15 **PERFORMANCE CRITERIA FOR PROBATIONARY CLASSROOM FACULTY TEACHING PARTIALLY ONLINE (HYBRID FORMAT)**

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.

Counselors, librarians, learning disabilities specialists, and physical disabilities specialists assigned as classroom instructors shall be evaluated for classroom teaching in the same manner as all other classroom instructors. They shall also be evaluated for their other professional responsibilities.

The following criteria shall be used in the evaluation of all probationary teaching faculty when evaluated teaching partially online (hybrid) classes. (All criteria are either observable or measurable through peer, student, management, or self-evaluation or materials contained in the portfolio.)

X6.2.15.1 Demonstrate competence in the design and delivery of partially online (hybrid) course(s) and in other responsibilities included in the teaching load assignment.

X6.2.15.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record.

X6.2.15.1.2 Include in the syllabus a description of course content, contact information (including participation and communication policies that describe expected response time to student questions) the times, mode, and places where class meetings and office hours are held, the

means by which student work shall be evaluated, grading standards and other relevant information, such as technology/computer readiness requirements and accessibility support.

- X6.2.15.1.3 Provide orientation materials and resources for students to help them prepare for and navigate the hybrid course.
- X6.2.15.1.4 Consistently begin in-person/synchronous class meetings at the scheduled time and teach for the entire class period.
- X6.2.15.1.5 For any portion of instructional hours that are conducted online, provide regular and substantive instructor-initiated interaction between instructor and students and among students.
- X6.2.15.1.6 Build an online classroom community using the district-approved learning-management system, with activities designed to foster student-to-student interaction.
- X6.2.15.1.7 Provide instruction appropriate to the units offered for the course in keeping with the schedule provided to the students.
- X6.2.15.1.8 At an appropriate point in each instructional module, as well as at the beginning of in-person class meetings, or at another appropriate time, make a clear statement of the learning objective(s) for the unit/module/session/lesson.
- X6.2.15.1.9 Be prepared for class and provide online access to necessary material, and present material in an organized, clear manner.
- X6.2.15.1.10 Present material at a level appropriate to the course.
- X6.2.15.1.11 Display expertise in subject matter appropriate to the assigned discipline(s).
- X6.2.15.1.12 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
- X6.2.15.1.13 When appropriate, combine methods of instruction (such as text, audio, video, images and/or graphics, etc.) to accommodate various learning styles.
- X6.2.15.1.14 Connect online and in-person portions of the class to create a fully integrated course with continuity of instruction between modalities.
- X6.2.15.1.15 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.

- X6.2.15.1.16 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
 - X6.2.15.1.17 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
 - X6.2.15.1.18 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
 - X6.2.15.1.19 Assess students using multiple methods, as specified in the course Syllabus, that lead to the demonstration of learning outcomes.
 - X6.2.15.1.20 Provide regular feedback to students.
 - X6.2.15.1.21 Consistently grade and/or comment on course work and return to students within two weeks of submission for a full-term course, or the equivalent amount of time for a shorter-term course.
 - X6.2.15.1.22 Provide accessible content to students in every course in compliance with current laws and regulations.
- X6.2.15.2 Recognize the rights of students.
- X6.2.15.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X6.2.15.2.2 Recognize the right of students to express online points of view different from the instructor's.
 - X6.2.15.2.3 Maintain an effective learning environment while treating students fairly and respectfully.
 - X6.2.15.2.4 Be attentive to student questions and comments, and be clear and precise in response.
 - X6.2.15.2.5 Provide clear guidelines with regards to student-faculty communications and what students can expect with regards to how quickly faculty will respond to communications.
- X6.2.15.3 Participate in non-classroom professional responsibilities.
- X6.2.15.3.1 Attend required management-called meetings.
 - X6.2.15.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third and 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 large share of meetings or committees.)

- X6.2.15.3.3 Maintain regular and timely office hours as specified in this contract, and clearly communicate to students the best ways to get extra help outside of class.
- X6.2.15.3.4 Participate in curriculum development and course outline of record revision.
- X6.2.15.3.5 Participate in the evaluation process in a professional and timely manner.
- X6.2.15.3.6 Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - A) participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced coursework related to the discipline, creating and maintaining professional contacts, and occupational training;
 - B) serving on college, district, and/or statewide committees; and
 - C) participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area.
- X6.2.15.3.7 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
- X6.2.15.3.8 The District the UF recognize that compliance and student authentication issues are particularly important to online instruction and agree that faculty and management will work cooperatively to ensure that online courses comply with all regulatory requirements.

SAMPLE HYBRID CLASSROOM OBSERVATION FORM

Classroom Observation Form for Faculty Teaching Partially Online (Hybrid Format)

Evaluater: _____	Course/Section Observed: _____	# Students Registered: _____
Evaluator: _____	Date/Time/Place of On-Campus Observation: _____	# Students Present: _____
Dates of 7-Day Consecutive Period of Online Observation: _____		# Students Present: _____

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**

	Rating	Comments
<p>1. Objectives: At the beginning of class or at another appropriate time and in the unit module, the professor made a clear statement of the objectives of the class meeting and module connected to the Student Learning Outcomes of the course.</p>	Select Rating...	
<p>2. Preparation: A. On Campus: The professor was well-prepared for class with necessary materials.</p>	Select Rating...	
<p>B. Online: The professor provided students with online access to all necessary materials for the lesson or assignment, appropriate to the contact</p>	Select Rating...	

hours of the period observed, using the district-approved learning management system.		
3. Organization: A. On-Campus: The professor presented the material in an organized manner.	Select Rating...	
B. Online: The professor presented the material in an organized manner and provided clear and consistent guidance about access to and navigation of course content related to the 7-day evaluation period.	Select Rating...	
4. Clarity: The professor presented instructional material clearly both on-campus and online.	Select Rating...	
5. Expertise: The professor displayed expertise in the subject both on-campus and online.	Select Rating...	
6. Class Level: The professor presented material at a level appropriate to the course.	Select Rating...	
7. Teaching Methods: The professor provided instruction both in-person and online in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process. When appropriate, the professor combined methods of instruction (such as text, audio, video, images and/or graphics etc.).	Select Rating...	
8. Connecting Hybrid Components: The professor connected online and on-campus portions of the class to create a fully-integrated course with continuity of instruction between modalities.	Select Rating...	
9. Controversial Material: When presenting controversial material, both in-person and online, the professor did so in a balanced manner, acknowledging contrary views.	Select Rating...	

<p>10. Respect: The professor treated all students respectfully both in-person and online.</p>	<p>Select Rating...</p>	
<p>11. Faculty/Student Interaction: The professor provided regular faculty-initiated substantive interaction and instruction online (appropriate to the units offered for the course).</p>	<p>Select Rating...</p>	
<p>12. Student/Student Interaction: The professor created regular opportunities for student interaction.</p>	<p>Select Rating...</p>	
<p>13. Comprehension: The professor periodically checked student learning and modified teaching strategies as necessary to increase effectiveness in achieving outcomes.</p>	<p>Select Rating...</p>	
<p>14. Responsiveness: The professor encouraged students to ask questions and articulated clear communication policies (including expected response time). The professor and was attentive to student questions and/or comments.</p>	<p>Select Rating...</p>	
<p>15. Online Class Management: The professor's use of the district-approved learning management system demonstrated technical skills necessary for managing an online class.</p>	<p>Select Rating...</p>	
<p>16. Online Accessibility: The professor's course design ensures that all students including those with disabilities can fully participate in the course (by using techniques such as page headings, descriptive links, lists, alternative text for images, video captions edited for comprehension where appropriate; color contrast; etc.).</p>	<p>Select Rating...</p>	

**SAMPLE PARTIALLY ONLINE (HYBRID) CLASSROOM
OBSERVATION PLAN FORM**

Classroom Observation Plan for Partially Online (Hybrid) Classes	
Course: _____	Section: _____
Date of on-campus classroom visit: _____	
Dates of Online Observation (beginning/ending of consecutive seven-day period): _____	
Number of students enrolled: _____	
Evaluatee: _____	
Evaluator: _____	

Please attach your course syllabus.

<p>1. State the objective(s) of the on-campus class meeting and for the online seven-day evaluation period (and indicate where this is communicated to students).</p>
<p>2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?</p>
<p>3. Explain how the content of this evaluation period fits into the overall course and how the online and on-campus portions of your class are integrated with one another during this evaluation period</p>
<p>4. Describe where in the online portion of your class your evaluator can observe regular and substantive, instructor-initiated interaction between instructor and students and among students, including but not limited to:</p> <ul style="list-style-type: none"> a. feedback to students about their work b. responses to student questions c. students interacting with one another d. students engaging with and interacting with course material

**STUDENT EVALUATION FORM
FOR FACULTY TEACHING PARTIALLY ONLINE (HYBRID FORMAT)**

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.)	Comments
1. is available to answer questions and responds to me within the timeframe described in the syllabus.							
2. participates regularly in the online part of my course.							
3. teaches and answers questions clearly.							
4. checks to see if I understand the material.							
5. presents online material in an organized way.							
6. helps me connect what I am learning on-campus and what I am learning online.							
7. encourages me to ask questions and participate.							
8. provides opportunities for me to interact with other students in the course.							
9. helps me understand the value and usefulness of the material that we are studying.							
10. encourages me to think and explore new ideas.							
11. tells the class what we are going to do and what we are expected to learn.							
12. treats all students respectfully.							
13. grades my papers, tests and other work within two weeks.							
14. responds to my work so I know how I am doing and how I can improve.							
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 Semester:	Evaluation Year:
		FALL SPRING SUMMER	

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):

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	

<p>Summary of self-evaluation – attach self-evaluation report</p>
<p>Criteria-related input from dept. chair and/or dean</p>
<p><u>Evaluatee comments</u> – attach a separate sheet if necessary</p>

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 CCCC/D).
- 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: _____

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.

Tenure Review Committee (TRC) for

Name of Evaluatee

Pre-Evaluation Meeting (date/time/location): _____

Committee Members	Observations (of at least two different courses when possible; evaluatee chooses one)	Student Evaluations? (2 required)
1. Member selected by evaluatee (tenured faculty member or ed. manager): Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
2. Member selected by department (tenured faculty member): Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
3. Management representative: Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No

Self-Evaluation due	Date:
Post-Evaluation meeting Part 1 (TRC only) to develop summary and compile portfolio	Date: Time: Location:
Post-Evaluation meeting Part 2 (with evaluatee)	Date: Time: Location:

X6.2.21

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.

- X6.2.21.1 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.

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.				

X6.2.21.2 **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. 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?