

Evaluation Guidebook  
for  
Tenured Partially Online (Hybrid)  
Classroom Faculty

Updated 2-6-2023

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This packet contains all of the policy and procedure language from Appendix X to the UF/4CD Contract related to the evaluation of Tenured Partially Online (Hybrid) Classroom Faculty. Tenured classroom faculty not teaching partially online (hybrid) classes, counselors, librarians, learning disability specialists, part-time and probationary (tenure track) 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 the United Faculty or your Division Dean.

**X6.3.1           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.

- X6.3.1.1       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).

**X6.3.2           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.

**X6.3.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE**

X6.3.3.1 The peer review process shall be conducted in adherence to the applicable Education Code (87663d).

X6.3.3.2 The Peer Review Committee (PRC) is charged with the responsibility of conducting the evaluation and shall be composed of two members; one regular faculty member or educational manager chosen by the evaluatee; and one regular faculty member chosen by the department/sub-area or in the case of a one person department/subarea, one regular faculty member chosen by the division/area of which the evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.

X6.3.3.3 An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years.

X6.3.3.4 Responsibilities of Members of the PRC:

X6.3.3.4.1 The PRC shall elect its own chair whose responsibilities include the following:

- A) convening the PRC conferences at least two times each semester at mutually agreeable times: a pre-evaluation conference and a post-evaluation conference after all evaluations have been completed;
- B) Coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;
- C) adhering to the specified timetable for the evaluation process;
- D) communicating evaluation results to the evaluatee;
- E) completing the summary checklist and summary report;

- F) ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
- G) ensuring that the committee determines whether other duties related to the evaluatee's teaching load ought to be addressed/evaluated.

X6.3.3.4.2 If a member of the PRC must resign from the committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X6.3.3.2. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

#### X6.3.4 **PARTIALLY ONLINE (HYBRID) CLASSROOM OBSERVATION PROCEDURES**

- X6.3.4.1 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.
- X6.3.4.2 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.

- X2.3.4.3 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.
- X6.3.4.4 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.
- X6.3.4.5 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 tenured faculty, the evaluators shall observe two sections (different courses when possible), one to be selected by the evaluatee and one by the PRC. For faculty whose assignments regularly span more than one discipline or methodology, the PRC may evaluate performance in each area.
- X6.3.4.6 The documentation used for classroom observation shall include narrative comments (see Hybrid Classroom Observation Form).
- X6.3.4.7 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.
- X6.3.4.8 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.

X6.3.4.9 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.

X6.3.5 **HYBRID STUDENT EVALUATION PROCEDURE FOR TENURED 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.

X6.3.5.1 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.

X6.3.5.2 For tenured faculty, student evaluations shall be conducted from at least thirty students or no more than two sections. The faculty member shall choose the section(s) in which the evaluations shall be conducted.

X6.3.5.3 The Chair of the PRC 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 PRC Chair.

X6.3.5.4 Management shall ensure that student-survey reports are kept confidential. The PRC 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.

X6.3.5.5 The original student evaluation forms shall be confidentially maintained. In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.

## X6.3.6 RIGHTS AND RESPONSIBILITIES OF EVALUATEES

### X6.3.6.1 Rights

- X6.3.6.1.1. The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.
- X6.3.6.1.2. The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee's job.
- X6.3.6.1.3. The evaluatee shall have the right to have any job performance deemed to "needs improvement" specifically communicated to her/him in writing and based on the job-related criteria.
- X6.3.6.1.4. The evaluatee has the right to expect members of the PRC to adhere to guidelines stipulated in this article and to expect that they will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X6.3.6.1.5. The evaluatee has the right to expect all intellectual property rights to be protected and maintained per Article 26 of the UF Contract.
- X6.3.6.1.6. the evaluatee has the right to a confidential process.

### X6.3.6.2 Responsibilities

- X6.3.6.2.1. The evaluatee is required to attend scheduled meetings with the PRC.
- X6.3.6.2.2. The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed "needs improvement."
- X6.3.6.2.3. The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.

## X6.3.7 GUIDELINES FOR EVALUATORS

- X6.3.7.1. Evaluators shall read all materials and follow guidelines and timetables.
- X6.3.7.2. Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

- X6.3.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X6.3.7.4 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.
- X6.3.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X6.3.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X6.3.7.7 Evaluators shall respect the confidentiality of the process.
- X6.3.7.8 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.
- X6.3.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X6.3.7.10 Evaluators shall create a portfolio as follows:
- X6.3.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
  - X6.3.7.10.2 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.
  - X2.3.7.10.3 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. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted).

X6.3.7.11 If a member of the PRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X6.3.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

## X6.3.8 **SUMMARY REPORT**

X6.3.8.1 The member selected by the PRC shall complete the PRC'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).

## X6.3.9 TIMETABLE AND ACTIVITIES

- X6.3.9.1 Each regular faculty member shall be evaluated every sixth semester. In the event that a faculty member is on leave or serving full-time in an administrative capacity during his/her regularly scheduled evaluation semester, the evaluate shall be evaluated during the first year that the evaluate returns to duties as an instructor, counselor, librarian, or learning disabilities specialist.
- X6.3.9.2 A probationary faculty member who achieves tenure shall be evaluated as a regular faculty member in the third year after being granted tenure.
- X6.3.9.3 For a faculty member teaching in an “AC” contract assignment outside her/his “A” contract discipline(s), the “AC” department/subarea shall have the option to evaluate that faculty member independent of the faculty member’s regular evaluation and not more often than specified in the part-time evaluation policy.

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 X6.3.13.1.1 if the timetable variation materially impacted the evaluation.

- X6.3.9.4 The following schedule shall serve as a guide in completing the evaluation process:

- X6.3.9.4.1 August-September/January-February  
Peer Evaluators are Selected. Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted.
- X6.3.9.4.2 September/February  
Peer Review Committee (PRC) will conduct an in-person or online synchronous pre-evaluation conference to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In evaluations thereafter, the PRC may review the previous evaluation to ensure continuity of the process. Improvement plans

shall also be reviewed in the pre-evaluation conference.

X6.3.9.4.3 September-November/February-April

X6.3.9.4.3.1 Classroom observations for teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialists by PRC members occur.

X6.3.9.4.3.2 Prior to the class observation, the evaluatee shall complete the hybrid classroom observation plan and meet synchronously with each evaluator. During the conference, the evaluator will be given an orientation to and instructions for navigating the online portion of the class.

X6.3.9.4.3.3 PRC members will complete the appropriate classroom observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s).

X6.3.9.4.3.4 Student evaluations are conducted.

X6.3.9.4.3.5 If requested by the evaluatee, the evaluator shall make a second classroom observation and complete an observation form on that second observation before the end of the ninth week. If the evaluatee desires, a third peer will be chosen by the PRC to enter the process at this point. The third peer's observation and observation form must be completed before the end of the eleventh week of the semester. Information from all observations shall be included in the summary report.

X6.3.9.4.4 November/April

X6.3.9.4.4.1 Evaluatee completes self evaluation and submits to PRC chair.

X6.3.9.4.4.2 Post-evaluation conferences

The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

X6.3.9.4.4.3 The PRC chair in conjunction with the PRC members completes the summary report, and, if necessary, discusses the development of an improvement plan.

X6.3.9.4.4.4 The PRC holds a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation, including the summary report and the development an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X6.3.9.4.4.5 The evaluation portfolio shall be forwarded to the appropriate dean of instruction/dean of student services/area dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

## X6.3.10

### **IMPROVEMENT PLAN**

X6.3.10.1 If the PRC determines that the faculty performance “needs improvement,” a specific plan for performance improvement shall be developed by the PRC in consultation with the evaluatee using the Improvement Plan Form.

X6.3.10.2 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 faculty member’s portfolio.

X6.3.10.3 The committee and the evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.

X6.3.10.4 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 PRC 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 days to sign the improvement plan. Signature indicates receipt but not necessarily agreement.

X6.3.10.5 The committee shall conduct another evaluation when the improvement plan has been completed.

## Improvement Plan

<b>Evaluation Period:</b> _____
<b>Faculty Member:</b> _____ <b>Date:</b> _____ <b>From:</b> _____ <b>To:</b> _____

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

<b>Measureable Outcome and Date</b>	<b>Date Progress Report Submitted (for full-time faculty only)</b>
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<b>Signatures:</b> <b>Faculty member being evaluated:</b> _____  <b>Evaluation Committee Chair:</b> _____  <b>Dean:</b> _____
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**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.

## X6.3.11      **PROGRESS REPORTS**

- X6.3.11.1      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.
- X6.3.11.2      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.
- X6.3.11.3      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.
- X6.3.11.4      No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X6.3.11.5      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.
- X6.3.11.6      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.
- X6.3.11.7      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.
- X6.3.11.8      The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X6.3.11.9      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.
- X6.3.11.10      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.

X6.3.11.11 **SAMPLE PROGRESS REPORT FORM**

<b>Improvement Plan Progress Report Form</b>	
Faculty Member (Evaluatee): _____	Date of Improvement Plan: _____
Date of Progress Report _____	
Manager (Vice President or Designee) Completing Progress Report _____	
Department Chair: _____	
<b>Summary of Previous Evaluations</b>	
<b>Summary of Concerns Articulated in Improvement Plan</b>	
<b>Summary of Progress Made in Responding to Areas of Concern</b>	
<b>Summary of How the Evaluatee Has Met Professional Responsibilities</b>	
<b>Signatures:</b>	
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.

X6.3.12      **MANAGEMENT PARTICIPATION IN THE EVALUATION OF  
TENURED FACULTY**

If management believes substantial evidence exists that a faculty member is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty member. Before a management evaluation is initiated, management must notify the faculty member to be evaluated and United Faculty in writing that an evaluation is to occur. Once the notification has been given, management must give the faculty member twenty-four hour notice of any classroom observation that is to occur.

X6.3.13      **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.

- X6.3.13.1      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.
- X6.3.13.2      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.
- X6.3.13.3      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.
- X6.3.13.4      The faculty member shall bring to the orientation the UF/4CD Agreement which contains the evaluation policies, procedures, and materials.
- X6.3.13.5      Every tenured faculty member must attend an orientation once every three years.

X6.3.14 **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X6.3.14.1 Available Procedures

X6.3.14.1.1 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/4CD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X6.3.14.1.2 UF/4CD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/4CD procedure for violation of this article as it relates to regular faculty members.

X6.3.14.1.3 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.

X6.3.14.2 Specifics of Appeals Process

X6.3.14.2.1 Limitations of the Appeals Process

X6.3.14.2.1.1 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.

#### X6.3.14.2.1.2 Allegations of Procedural Violations

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

#### X6.3.14.2.1.3 Allegations of an Inappropriate Improvement Plan

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

### X6.3.14.2.2 Steps in the Appeals Process

X6.3.14.2.2.1 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.

X6.3.14.2.2.2 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.

X6.3.14.2.2.3 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.

X6.3.14.2.2.4 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.

X6.3.14.2.2.5 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.

X6.3.14.2.2.6 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.

X6.3.14.2.2.7 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.

X6.3.14.2.3 **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.

X6.3.14.2.4 **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.

X6.3.15 **PERFORMANCE CRITERIA FOR TENURED 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.

The following criteria shall be used in the evaluation of all tenured teaching faculty when evaluated teaching partially online (hybrid) classes. (All criteria are

either observable or measurable through peer, student, or self evaluation or materials contained in the portfolio.)

- X6.3.15.1 Demonstrate competence in the design and delivery of partially online (hybrid) course(s) and in other responsibilities included in the teaching load assignment.
  - X6.3.15.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record.
  - X6.3.15.1.2 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.
  - X6.3.15.1.3 Provide orientation materials and resources for students to help them prepare for and navigate the hybrid course.
  - X6.3.15.1.4 Consistently begin in-person/synchronous class meetings at the scheduled time and teach for the entire class period.
  - X6.3.15.1.5 For any portion of instructional hours that are conducted online, provide regular and substantive instructor-initiated interaction between instructor and students and among students.
  - X6.3.15.1.6 Build an online classroom community using the district-approved learning-management system, with activities designed to foster student-to-student interaction.
  - X6.3.15.1.7 Provide instruction appropriate to the units offered for the course in keeping with the schedule provided to the students.
  - X6.3.15.1.8 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.
  - X6.3.15.1.9 Be prepared for class and provide online access to necessary material, and present material in an organized, clear manner.
  - X6.3.15.1.10 Present material at a level appropriate to the course.

- X6.3.15.1.11 Display expertise in subject matter appropriate to the assigned discipline(s).
  - X6.3.15.1.12 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
  - X6.3.15.1.13 When appropriate, combine methods of instruction (such as text, audio, video, images and/or graphics, etc.) to accommodate various learning styles.
  - X6.3.15.1.14 Connect online and in-person portions of the class to create a fully integrated course with continuity of instruction between modalities.
  - X6.3.15.1.15 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.
  - X6.3.15.1.16 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
  - X6.3.15.1.17 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
  - X6.3.15.1.18 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
  - X6.3.15.1.19 Assess students using multiple methods, as specified in the course Syllabus, that lead to the demonstration of learning outcomes.
  - X6.3.15.1.20 Provide regular feedback to students.
  - X6.3.15.1.21 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.
  - X6.3.15.1.22 Provide accessible content to students in every course in compliance with current laws and regulations.
- X6.3.15.2 Recognize the rights of students.
- X6.3.15.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.

- X6.3.15.2.2 Recognize the right of students to have points of view different from the instructor's.
  - X6.3.15.2.3 Maintain an effective learning environment while treating students fairly and respectfully.
  - X6.3.15.2.4 Be attentive to student questions and comments, and be clear and precise in response.
  - X6.3.15.2.5 Provide clear guidelines with regards to student-faculty communications and what students can expect with regards to how quickly faculty will respond to communications.
- X6.3.15.3 Participate in non-classroom professional responsibilities.
- X6.3.15.3.1 Attend required management called meetings.
  - X6.3.15.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). (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.)
  - X6.3.15.3.3 Maintain regular and timely office hours as specified in this contract.
  - X6.3.15.3.4 Participate in curriculum development and course outline of record revision.
  - X6.3.15.3.5 Participate in the evaluation process in a professional and timely manner.
  - X6.3.15.3.6 Participate in professional growth activities. 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 course work 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.
- D) participating in matriculation advising, peer or student mentoring, or peer evaluation.

**SAMPLE HYBRID CLASSROOM OBSERVATION FORM**

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

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

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**

	<b>Rating</b>	<b>Comments</b>
<p><b>1. Objectives:</b> 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><b>2. Preparation:</b></p> <p><b>A. On Campus:</b> The professor was well-prepared for class with necessary materials.</p>	Select Rating...	
<p><b>B. Online:</b> 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.		
<b>3. Organization:</b> <b>A. On-Campus:</b> The professor presented the material in an organized manner.  <b>B. Online:</b> 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...	
<b>4. Clarity:</b> The professor presented instructional material clearly both on-campus and online.	Select Rating...	
<b>5. Expertise:</b> The professor displayed expertise in the subject both on-campus and online.	Select Rating...	
<b>6. Class Level:</b> The professor presented material at a level appropriate to the course.	Select Rating...	
<b>7. Teaching Methods:</b> 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...	
<b>8. Connecting Hybrid Components:</b> 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...	
<b>9. Controversial Material:</b> When presenting controversial material, both in-person and online, the professor did so in a balanced manner, acknowledging contrary views.	Select Rating...	

<p><b>10. Respect:</b> The professor treated all students respectfully both in-person and online.</p>	<p>Select Rating...</p>	
<p><b>11. Faculty/Student Interaction:</b> 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><b>12. Student/Student Interaction:</b> The professor created regular opportunities for student interaction.</p>	<p>Select Rating...</p>	
<p><b>13. Comprehension:</b> The professor periodically checked student learning and modified teaching strategies as necessary to increase effectiveness in achieving outcomes.</p>	<p>Select Rating...</p>	
<p><b>14. Responsiveness:</b> 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><b>15. Online Class Management:</b> 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><b>16. Online Accessibility:</b> 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>	

**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.

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).
2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?
3. Explain how the content of this 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
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:
  - 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**                      **4**                      **3**                      **2**                      **1**                      **NA**  
**Always**              **Often**                      **Sometimes**                      **Rarely**                      **Never**                      **“Not Applicable” (I can’t answer.)**

My professor:	5	4	3	2	1	NA	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

<b>Evaluatee:</b>	<b>Date of hire:</b>	<b>Evaluation Semester:</b>	<b>Evaluation Year:</b>
		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):

<p><b>Summary of previous evaluation (available in Division Office), if applicable</b></p>	
<p><b>Summary of student evaluations – attach summary of scores and typed comment (provided by Division Office)</b></p>	
<p><b>Summary of classroom/workplace observations – attach observation forms and comments</b></p>	

## SAMPLE SUMMARY EVALUATION FORM

X6.3.19

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 CCCC).
- 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: \_\_\_\_\_

**Peer Review Committee (PRC) for**

\_\_\_\_\_  
Name of Evaluatee

**Pre-Evaluation Meeting**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Committee Members	Observations (1 course selected by evaluatee; 1 selected by PRC)	Student Evaluations? (at least 30 students or no more than 2 sections)
1. Member selected by evaluatee: _____  (committee chair? <input type="checkbox"/> Y <input type="checkbox"/> N)	<ul style="list-style-type: none"> <li>• Course/Section:</li> <li>• Date:</li> <li>• Time:</li> <li>• Location:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Member selected by department: _____  (committee chair? <input type="checkbox"/> Y <input type="checkbox"/> N)	<ul style="list-style-type: none"> <li>• Course/Section:</li> <li>• Date:</li> <li>• Time:</li> <li>• Location:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>Self-Evaluation due</b>	Date:
<b>Post-Evaluation meeting Part 1</b> (PRC only) to develop summary and portfolio	Date: Time: Location:
<b>Post-Evaluation meeting Part 2</b> (with evaluatee)	Date: Time: Location:

### X6.3.21

### 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.

- X6.3.21.1 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.				

X6.3.21.2 **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?