Appendix X

Revised 3/31/10 (Now Our Tentative Agreement)

CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

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CONTRA COSTA COMMUNITY COLLEGE DISTRICT MEMORANDUM OF UNDERSTANDING

JUNE 20, 1994 MARCH 1, 2010

IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

The These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines (approved by the Governing Board on April 27, 1994) and shall be implemented beginning Fall 2010. Summer 1994. All new probationary and new part time faculty shall be evaluated in Fall 1994.

Regular faculty and returning part-time faculty (excluding those who were evaluated in Fall 1994) shall be evaluated beginning Spring 1994.

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.

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. Annually, the college president will inform, in writing, the academic senate president and the UF vice president that the process is being implemented and who is being evaluated.

EVALUATION OF PROBATIONARY FACULTY

I. Performance Criteria for Teaching Faculty

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

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

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

(The numbering below changes after #4.)

- A. Demonstrate competence in performing classroom procedures and other responsibilities included in teaching load assignment.
 - 1. At the **beginning** first meeting of a course, **provide** distribute a syllabus to students that is consistent with the course outline of record.
 - 2. Include in the syllabus a description of course content, **contact information**, the times and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.
 - 3. Consistently begin class at the scheduled time and teach for the entire class period.
 - 4. At the beginning of class, or at another appropriate time, make a clear statement of the objective(s) for that particular session.
 - 5. Be prepared for class with necessary materials and present material in an organized, clear manner.
 - 6. Present material **at a level appropriate to the course**. which conforms to existing course outline of record.
 - 7. Display expertise in subject matter appropriate to the assigned discipline(s).
 - 8. When presenting controversial material, do so in a balanced manner acknowledging contrary views.
 - 9. When appropriate, combine methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.

- 10. Regularly assess the teaching-learning process, **periodically check student understanding**, and modify strategies as necessary to improve results.
- 11. Conduct classes in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
- 12. Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
- 13. Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
- 14. Assess students as specified in the course syllabus.
- 15. Provide regular feedback to students.
- 16. Consistently return course work within two weeks of collecting work.
- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 2. Recognize the right of students to have points of view different from the instructor's.
 - 3. Manage classroom to maintain an effective learning environment while treating Treat students fairly and respectfully politely.
 - 4. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in non-classroom professional responsibilities.
 - 1. Attend required management called meetings.
 - 2. Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third and 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.)
 - 3. Maintain regular and timely office hours as specified in this contract.
 - 4. Participate in curriculum development and course outline of record revision.
 - 5. Participate in the evaluation process in a professional and timely manner.
- D. Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - 1. 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;

- 2. serving on college, district, and/or statewide committees; and
- 3. participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area.
- II. Performance Criteria for Counselors, Librarians, Learning Disabilities Specialists, and Physical Disabilities Specialists

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

The following criteria will be used in the evaluation of probationary counselors, librarians, and learning disabilities specialists, respectively.

COUNSELORS

- A. Demonstrate competence in performing counseling procedures.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Use counseling skills appropriate to the counseling session.
 - 3. Clarify the counseling needs **and goals** of students, being both attentive to student questions and comments as well as clear and precise in response.
 - 4. When appropriate, identify referral sources and make suitable referrals.
 - 5. Conduct counseling in such a way as to establish rapport with students and encourage independence, and help students identify priorities and meet their goals.
 - 6. Provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.
 - 7. When appropriate, discuss available educational and/or career options.
 - 8. Maintain accurate records and submit reports such as individual educational plan (IEP) according to published deadlines.
- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 2. Recognize the right of students to have points of view different from the instructor's.

- 3. Be responsive to the needs and special circumstances of students.
- 4. Treat students fairly and politely.
- C. Participate in non-counseling professional responsibilities.
 - 1. Attend required management called meetings.
 - 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.)
 - 3. Participate in the evaluation process in a professional and timely manner.
- D. Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - 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:
 - 2. serving on college, district, and/or statewide committees; and
 - 3. participating in conferences and workshops, internships, classroom research, and community involvement related to professional academic area.

LIBRARIANS

- A. Demonstrate competence in performing library duties and other responsibilities.
 - 1. Display expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.
 - 2. Ask appropriate questions to clarify students' informational needs.
 - 3. Help maintain a library environment conducive to student learning.
 - 4. Adhere to the agreed-upon weekly schedule that meets the requirements of this contract, **keep appropriate records and meet agreed-upon deadlines.**
 - 5. Provide consultation on library **and on-line** resources with faculty, students, staff, managers and others requesting library services.
 - 6. Treat colleagues fairly and politely as fellow professionals, and be considerate in dealings with other college staff.
- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.

- 2. Recognize the right of students to have points of view different from the instructor's.
- 3. Treat students fairly and politely.
- 4. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in non-library professional responsibilities.
 - 1. Attend required management-called meetings.
 - 2. Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third or fourth years only and permitted in the second year. (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately share of meetings or committees.)
 - 3. Participate in the evaluation process in a professional and timely manner.
- D. Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students and patrons of the library, advanced course work related to the discipline, creating and maintaining professional contacts and occupational training, developing new courses and/or curricula, and applying professional knowledge and/or skills to community and similar activities;
 - 2. serving on college, district, and/or statewide committees; and
 - 3. maintaining and expanding knowledge and skills in subject matter appropriate to professional responsibilities by staying current with new information systems and new technologies, and new resources in academic and vocational disciplines.
- E. Adhere to criteria for teaching faculty (in addition to criteria for librarians) when leading a workshop or teaching a class.

LEARNING DISABILITIES SPECIALISTS

- A. Demonstrate competence in performing routine procedures and other primary responsibilities.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Display expertise in techniques (including the use of technology, where appropriate) designed to enhance learning.
 - 3. Diagnose and provide verification of learning disabilities and determine eligibility for services in accordance with state guidelines.

- 4. Meet individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.
- 5. Develop a prescriptive individual education plan for each student detailing appropriate support services.
- 6. Teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.
- 7. Help students gain greater independence in an academic environment.
- 8. Provide in-service training to faculty to equalize students' chances of academic success.
- 9. Work effectively with professionals in state and local agencies.
- B. Recognize the rights of students.
 - 1. Display skill in establishing rapport with diverse population of students.
 - 2. Be responsive to the needs and special circumstances of individual students.
 - 3. recognize the right of students to have points of view different from the instructor's.
 - 4. Communicate diagnostic information to students in a manner which helps them maximize their strengths.
 - 5. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 6. Treat students fairly and politely.
 - 7. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in professional responsibilities.
 - 1. Attend required management called meetings.
 - 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.)
 - 3. **Participate in the evaluation process in a professional and timely manner.**
- D. Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - 1. 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;

- 2. serving on college, district, and/or statewide committees; and
- 3. participating in conferences and workshops, internships, classroom research, and community involvement related to professional area.

PHYSICAL DISABILITIES SPECIALISTS

- A. Demonstrate competence in performing routine and other primary responsibilities.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Demonstrate sensitivity to the student's unique needs in light of his/her disability.
 - 3. Meet individually with students to discuss their goals, accommodations, and academic needs.
 - 4. Help students gain greater independence in an academic environment.
 - 5. Provide in-service training to faculty and staff to equalize students' chances of academic success.
 - 6. Work effectively with professionals in state and local agencies.
 - 7. Develop a prescriptive education plan for each student detailing appropriate support services.
 - 8. Establish communication feedback and processes for monitoring student progress with faculty.
 - 9. Provide leadership in the development of processes, strategies and feasibility planning to ensure that the disabled student programs and services goals are achieved.
 - 10. Perform a variety of duties associated with assessment, identification, and formulation of educational goals and objectives for physical and communication disabled students.
 - 11. Perform a variety of duties associated with the transfer and/or vocational placement of physical and communication disabled students.
- B. Recognize the rights of students
 - 1. Display skill in establishing rapport with a diverse population of students.
 - 2. Be responsive to the needs and special circumstances of individual students.
 - 3. Recognize the right of students to have points of view different from the instructor's.
 - 4. Communicate diagnostic information to students in a manner which helps them maximize their strengths.

- 5. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
- 6. Treat students fairly and politely.
- 7. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in professional responsibilities.
 - 1. Attend required management called meetings.
 - 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.)
 - 3. Participate in the evaluation process in a professional and timely manner.
- D. Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - 1. 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;
 - 2. serving on college, district, and/or statewide committees; and
 - 3. participating in conferences and workshops, internships, classroom research, and community involvement related to professional area.
- III. Composition, Formation, and Responsibilities of the Peer Tenure Review Committee (PTRC)
 - A. The Peer **Tenure** Review process shall be conducted in adherence to the **applicable** Education Code which states that "the peer review process shall be on a departmental or divisional basis, and shall address the forthcoming demographics of California and the principles of affirmative action. The process shall require that the peers reviewing are both representative of the diversity of California and be sensitive to affirmative action concerns, all without compromising quality and excellence in teaching." (87663d).
 - B. The **Tenure** Peer Review Committee (PTRC) 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.

- C. The names of the peers shall be submitted to the college affirmative action officer for review of compliance with the Education Code diversity requirements. If the affirmative action officer determines that the peers selected do not satisfy the Code requirements, s/he shall meet with the department/subarea to discuss the issue.
- D. An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three years. (See Appendix A: Orientation to Evaluation.)
- E. Responsibilities of Members of the TRC (Guidelines for implementing TRC responsibilities are in Appendix B)
 - 1. The TRC shall **select a chair by majority vote** be chaired by the administrator 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 evaluate have appropriate forms;
 - c. coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;
 - d. adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;
 - e. communicating evaluation results to the probationary faculty member;
 - f. ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and
 - g. ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.

2. Guidelines for Evaluators

- a. **Evaluators** shall read all materials and follow guidelines and timetables.
- **b. Evaluators** shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- **c. Evaluators** shall be constructive in their criticism, pointing out evaluation results an if necessary recommending a plan for improvement within a reasonable time frame.
- 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 Members shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.

- e. **Evaluators** shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- f. Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation. and resign from the evaluation committee in writing.
- g. **Evaluators** shall respect the confidentiality of the process.
- h. **Evaluators** shall understand that non-classroom obligations are to be equitably distributes 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.
- i. **Evaluators** shall treat the faculty member being evaluated with fairness, civility and respect.

j. Evaluators shall create a portfolio as follows:

- 1) This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
- 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.
- 3) The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed **workplace** observation forms;
 - 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).
- 3. TRC shall select one member to complete the summary checklist and write the summary report. 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.
- 4. 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 III.B. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

F. CLASSROOM OBSERVATION PROCEDURES

- 1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- 2. In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments. The confidentiality of student work shall be maintained.
- 3. Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information Sheet- Plan to the evaluator. (See Appendix D-2.)
- 4. The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors at least one classroom or lab hour).
- 5. Class sections and various teaching obligations beyond the classroom (all mention of class sections below will include this alternate provision) of faculty to be evaluated shall be selected by mutual consent when possible as follows:

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

b. 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 evaluatee shall select one or more section(s) to be observed. For faculty whose assignments regularly span more than one discipline or methodology, the PRC may evaluate performance in each area.

c. For part-time faculty (except for those in their seventh semester) or faculty emeritus employees, a minimum of one class shall be observed. Class to be observed will be selected by the evaluator. Part time faculty in their seventh semester will be observed by two different evaluators in two different courses or sections when possible, one to be selected by the evaluator and one by the evaluatee. For part-time faculty being evaluated in more than one discipline, a minimum of one class in each discipline shall be observed. For faculty whose assignments regularly span more than one discipline or methodology, the Department may select the area(s) of evaluation.

- 6. The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).
- 7. Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.
- **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.

IV. Rights and Responsibilities

- A. Rights
 - 1. A probationary faculty member being considered for tenure is entitled to be informed of the procedures of the Peer **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.
 - 2. The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.
 - 3. The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.
 - 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.
 - 5. The probationary faculty member has the right to a confidential process.
 - 6. The probationary faculty member may wish to select a peer advisor who shall serve as an independent advisor (or mentor) during the Peer Tenure Review process. A peer advisor is a faculty member who volunteers to work with and advise the probationary faculty member.
 - a. the probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.
 - b. The peer advisor could provide assistance to the candidate in areas such as the following:
 - (1) teaching styles and strategies;
 - (2) theories and styles of student learning;

- (3) cultural diversity issues related to student learning and teaching strategies;
- (4) district and college policies and procedures;
- (5) workshops, conferences, courses and classes;
- (6) introducing the candidate to colleagues; and
- (7) helping with student problems.
- e. The peer advisor (or mentor) may not serve on the probationary faculty member's Peer Tenure Review Committee at any time during the probationary period. during a semester in which he/she is functioning as the peer advisor or mentor.

B. Responsibilities

- 1. The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.
- 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.
- 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. (See Appendix J: Plan to Complete Bachelor's Degree.)
- V. Summary Report
 - A. 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:
 - 1. **Consistently High Ratings:** exceeds standards of performance-consistently high ratings in almost all areas.
 - 2. **Satisfactory:** meets standards of performance-average to high ratings in most areas;
 - 3. **Needs Improvement:** below standards of performance-low to average ratings in most areas; or
 - 4. **Unsatisfactory** Unacceptable **P**erformance-low ratings in most areas.
 - B. The TRC must submit to the president one of the recommendations listed below on each probationary faculty member at the end of each evaluation cycle. While each TRC member signs the summary report, the signature might not mean concurrence with the final recommendation of the TRC. *(The signature section of the summary report for TRC members should signify "participation" but necessarily agreement.)*
 - 1. Grant Tenure

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

2. Continuation in Probationary Status

A probationary faculty member who <u>"meets standards of performance"</u> at the end of the first and second years shall be recommended to continue in probationary status.

A probationary faculty member who receives "**Needs Improvement**" "below standards of performance" shall be recommended to continue in probationary status. A rating of "**Needs Improvement**" "below standards of performance" can be made only at the end of the first year of the probationary period for one additional year or at the end of the second year of the probationary period for two additional years.

3. Termination of Service

A probationary faculty member who is given an "**Unsatisfactory** Unacceptable **P**erformance" shall be recommended for termination. Termination of services must be recommended by February 15 of the first, second, or fourth probationary year.

- VI. Timetable and Activities
 - A. Probationary faculty members shall be evaluated during the first, second, third, fifth and seventh semesters.
 - B. While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed 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.

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

- 1. <u>August/January</u> Peer evaluators are selected.
- 1. <u>August-September/January-February</u> **Evaluators are selected.** Orientation to evaluation for TRC and probationary faculty members is conducted (See Appendices A and B.)
- 2. <u>September/February</u>

Peer Tenure Review Committee (**PTRC**) will conduct a pre-evaluation conference to obtain materials and information from the probationary faculty member, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluate and the chair of the evaluation committee. (See Appendix D-1: Classroom Observation Procedure and Appendices E 1, F 1, G 1, H 1: Workplace Observation Procedure.)

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

3. <u>September-November October/February-April March</u>

Classroom **and/or workplace** observations of teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialist by TRC members occur.

Prior to the classroom observation, the probationary faculty member evaluatee shall complete the classroom observation information sheet. (See Appendix D-2.)

Within two weeks after the observations, TRC members will complete the appropriate classroom observation form(s) and conduct follow-up conference(s) with probationary faculty members to review the observation(s). (See Appendix D-3 for teaching faculty; for counselors, E-2; for librarians, F-2; for learning disabilities specialists, G-2; for physical disabilities specialists, H-2.)

4. September-November October/February-April March

- a. Student evaluations are conducted. (See Appendix D-4 for teaching faculty; for counselors, E-3; for librarians, F-3; for learning disabilities specialists, G-3; for physical disabilities specialists, H-3.)
- b. If necessary, a progress evaluation conference between the TRC and the probationary faculty member 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 to convene a special meeting 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.

5. <u>November/April</u>

Probationary faculty member completes self evaluation and submits to TRC chair. (See Appendix I.) The manager on the TRC and the United Faculty vice-president shall review the personnel file of the probationary faculty member and forward all criteria-related documents in the file to the TRC for review. TRC may receive input that is relevant to criteria from Department Chair (if applicable).

6. <u>December/May</u>

- a. Post-evaluation conferences
 - (1) The TRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio. (See Appendix C.)

The person writing the summary report in conjunction with the TRC members completes the summary checklist, the summary report, and, if necessary, discusses the development of an improvement plan. (For teaching faculty, see Appendices D 6 and K; for counselors, E 5 and K; for librarians, F-5 and K; for learning disabilities specialists, G-5 and K; for physical disabilities specialists, H-5 and K.) The summary report represents and reflects the views of each and every team member.

- (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. (See Appendix J: Improvement Plan.) The summary report shall be signed and placed in the evaluation portfolio which shall be finalized.
- b. **The** Evaluation **P**ortfolio shall be forwarded to the college president.
- c. The **P**resident reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The **P**resident may disagree with the TRC's recommendation.

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

d. The **P**resident submits the summary report to the **C**hancellor.

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.

e. 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.

f. 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.

VII. Improvement Plan

- A. If the TRC reports to the college president that a probationary faculty member's performance is "below standards of performance," a specific plan for performance improvement shall be developed by the TRC in consultation with the probationary faculty member and implemented by the college president or designee. (See Appendix J.)
- B. The improvement plan shall include specific criteria-related recommendations and timetables for action. It may identify available resources such as Nexus, staff development, workshops such as instructional skills, conferences or other classroom/job environment observations. The TRC shall assist in monitoring the probationary faculty member's progress. The improvement plan shall be included in the probationary faculty member's portfolio.

VIII. Institutional Support

The college, district or both shall provide support for the probationary faculty member during the Peer Review process. Support shall include, but not be limited to, the following areas: (1) an orientation to the Peer Review process at the beginning of the first contract; (2) a limit of four preparations per year during the first year; (3) orientation to

department/subarea/division/area/college guidelines and procedures; (4) and appropriate and adequate professional development alternatives for probationary faculty if recommended by Peer Review Committee. Support may also include a peer advisor.

EVALUATION OF REGULAR FACULTY

I. Performance Criteria for Teaching Faculty

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

The counselor, librarian, learning disabilities specialist, and physical disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

The following criteria shall be used in the evaluation of all tenured teaching faculty. (All criteria are either observable or measurable through peer, student, or self evaluation or materials contained in the portfolio.)

(The numbering below changes after #4.)

- A. Demonstrate competence in performing classroom procedures and other responsibilities included in teaching load assignment.
 - 1. At the **beginning** first meeting of a course, **provide** distribute a syllabus to students **that conforms to the course outline of record**.
 - 2. Include in the syllabus a description of course content, **contact information**, the times and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.
 - 3. Consistently begin class at the scheduled time and teach for the entire class period.
 - 4. At the beginning of class, or at another appropriate time, make a clear statement of the objective(s) for that particular session.
 - 5. Be prepared for class with necessary materials and present material in an organized, clear manner.
 - 6. Present material **at a level appropriate to the course**. which conforms to existing course outline of record.
 - 7. Display expertise in subject matter appropriate to the assigned discipline(s).
 - 8. When presenting controversial material, do so in a balanced manner acknowledging contrary views.
 - 9. When appropriate, combine methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.

- 10. Regularly assess the teaching-learning process, **periodically check student understanding**, and modify strategies as necessary to improve results.
- 11. Conduct classes in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
- 12. Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
- 13. Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
- 14. Assess students as specified in the course syllabus.
- 15. Provide regular feedback to students.
- 16. Consistently return course work within two weeks of collecting work.
- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 2. Recognize the right of students to have points of view different from the instructor's.
 - 3. Manage classroom to maintain an effective learning environment while treating students fairly and respectfully. Be responsive to the needs and special circumstances of students.
 - 4. Be attentive to student questions and comments, and be clear and precise in response. Treat students fairly and politely.
- C. Participate in non-classroom professional responsibilities.
 - 1. Attend required management-called meetings.
 - 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.)
 - 3. Maintain regular and timely office hours as specified in this contract.
 - 4. Participate in curriculum development and course outline of record revision.
 - 5. Participate in the evaluation process in a professional and timely manner.
- D. Participate in professional growth activities. These may include the following:

- 1. 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;
- 2. serving on college, district, and/or statewide committees;
- 3. participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area; and
- 4. participating in matriculation advising, peer or student mentoring, or peer evaluation.
- II. Performance Criteria for the Evaluation of Counselors, Librarians, Learning Disabilities Specialists, and Physical Disabilities Specialists.

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

The following criteria will be used in the evaluation of counselors, librarians, learning disabilities specialists, and physical disabilities specialists, respectively.

COUNSELORS

- A. Demonstrate competence in performing counseling procedures.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Use counseling skills appropriate to the counseling session.
 - 3. Clarify the counseling needs **and goals** of students, being both attentive to student questions and comments as well as clear and precise in response.
 - 4. When appropriate, identify referral sources and make suitable referrals.
 - 5. Conduct counseling in such a way as to establish rapport with students and encourage independence, and help students identify priorities and meet their goals.
 - 6. Provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.
 - 7. When appropriate, discuss available educational and/or career options.
 - 8. Maintain accurate records and submit reports such as individual educational plan (IEP) according to published deadlines.
- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or

sexual orientation.

- 2. Recognize the right of students to have points of view different from the instructor's.
- 3. Be responsive to the needs and special circumstances of students.
- 4. Treat students fairly and politely.
- C. Participate in non-counseling professional responsibilities.
 - 1. Attend required management called meetings.
 - 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.)
 - 3. Participate in the evaluation process in a professional and timely manner.
- D. Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - 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:
 - 2. serving on college, district, and/or statewide committees; and
 - 3. participating in conferences and workshops, internships, classroom research, and community involvement related to professional academic area.

LIBRARIANS

- A. Demonstrate competence in performing library duties and other responsibilities.
 - 1. Display expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.
 - 2. Ask appropriate questions to clarify students' informational needs.
 - 3. Help maintain a library environment conducive to student learning.
 - 4. Adhere to the agreed-upon weekly schedule that meets the requirements of this contract, **keep appropriate records and meet agreed-upon deadlines.**
 - 5. Provide consultation on library **and on-line** resources with faculty, students, staff, managers and others requesting library services.
 - 6. Treat colleagues fairly and politely as fellow professionals, and be considerate in dealings with other college staff.

- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 2. Recognize the right of students to have points of view different from the instructor's.
 - 3. Treat students fairly and politely.
 - 4. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in non-library professional responsibilities.
 - 1. Attend required management-called meetings.
 - 2. Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third or fourth years only and permitted in the second year. (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately share of meetings or committees.)

3. Participate in the evaluation process in a professional and timely manner.

- D. Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - 1. participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students and patrons of the library, advanced course work related to the discipline, creating and maintaining professional contacts and occupational training, developing new courses and/or curricula, and applying professional knowledge and/or skills to community and similar activities;
 - 2. serving on college, district, and/or statewide committees; and
 - 3. maintaining and expanding knowledge and skills in subject matter appropriate to professional responsibilities by staying current with new information systems and new technologies, and new resources in academic and vocational disciplines.
- E. Adhere to criteria for teaching faculty (in addition to criteria for librarians) when leading a workshop or teaching a class.

LEARNING DISABILITIES SPECIALISTS

- A. Demonstrate competence in performing routine procedures and other primary responsibilities.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Display expertise in techniques (including the use of technology, where appropriate) designed to enhance learning.

- 3. Diagnose and provide verification of learning disabilities and determine eligibility for services in accordance with state guidelines.
 - a. Meet individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.
 - b. Develop a prescriptive individual education plan for each student detailing appropriate support services.
 - c. Teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.
 - d. Help students gain greater independence in an academic environment.
 - e. Provide in-service training to faculty to equalize students' chances of academic success.
 - f. Work effectively with professionals in state and local agencies.
- B. Recognize the rights of students.
 - 1. Display skill in establishing rapport with diverse population of students.
 - 2. Be responsive to the needs and special circumstances of individual students.
 - 3. Recognize the right of students to have points of view different from the instructor's.
 - 4. Communicate diagnostic information to students in a manner which helps them maximize their strengths.
 - 5. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 6. Treat students fairly and politely.
 - 7. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in professional responsibilities.
 - 1. Attend required management called meetings.
 - 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.)
 - 3. Participate in the evaluation process in a professional and timely manner.
- D. Participate in non-classroom professional growth activities. These may include the following:

- 1. 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;
- 2. serving on college, district, and/or statewide committees; and
- 3. participating in conferences and workshops, internships, classroom research, and community involvement related to professional area' and
- 4. participating in matriculation advising, peer or student mentoring, or peer evaluation.

PHYSICAL DISABILITIES SPECIALISTS

- A. Demonstrate competence in performing routine and other primary responsibilities.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Demonstrate sensitivity to the student's unique needs in light of his/her disability.
 - 3. Meet individually with students to discuss their goals, accommodations, and academic needs.
 - 4. Help students gain greater independence in an academic environment.
 - 5. Provide in-service training to faculty and staff to equalize students' chances of academic success.
 - 6. Work effectively with professionals in state and local agencies.
 - 7. Develop a prescriptive education plan for each student detailing appropriate support services.
 - 8. Establish communication feedback and processes for monitoring student progress with faculty.
 - 9. Provide leadership in the development of processes, strategies and feasibility planning to ensure that the disabled student programs and services goals are achieved.
 - 10. Perform a variety of duties associated with assessment, identification, and formulation of educational goals and objectives for physical and communication disabled students.
 - 11. Perform a variety of duties associated with the transfer and/or vocational placement of physical and communication disabled students.

- B. Recognize the rights of students
 - 1. Display skill in establishing rapport with a diverse population of students.
 - 2. Be responsive to the needs and special circumstances of individual students.
 - 3. Recognize the right of students to have points of view different from the instructor's.
 - 4. Communicate diagnostic information to students in a manner which helps them maximize their strengths.
 - 5. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 6. Treat students fairly and politely.
 - 7. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in professional responsibilities.
 - 1. Attend required management called meetings.
 - 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.)
 - 3. Participate in the evaluation process in a professional and timely manner.
- D. Participate in professional growth activities beginning the second year and thereafter. These may include the following:
 - 1. 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;
 - 2. serving on college, district, and/or statewide committees; and
 - 3. participating in conferences and workshops, internships, classroom research, and community involvement related to professional area.
 - 4. participating in matriculation advising, peer or student mentoring, or peer evaluation.
- III. Composition, Formation, and Responsibilities of the Peer Review Committee (PRC)
 - A. The peer review process shall be conducted in adherence to the **applicable** Education Code which states that "the peer review process shall be on a departmental or divisional basis, and shall address the forthcoming demographics of California and the principles of affirmative action. The process shall require that the peers reviewing are both

representative of the diversity of California and be sensitive to affirmative action concerns, all without compromising quality and excellence in teaching." (87663d).

- V. 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 evaluate is a member or in the case of a two person department/subarea, one regular faculty member chosen 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.
- VI. The names of the peers shall be submitted to the college affirmative action officer for review of compliance with the Education Code diversity requirements. If the affirmative action officer determines that the peers selected do not satisfy the Code requirements, s/he shall meet with the department/subarea to discuss the issue.
- VII. An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years. (See Appendix A: Orientation to Evaluation.)
- VIII. Responsibilities of Members of the PRC (See Appendix B: Guidelines for Evaluation Committees)
 - 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 a post-evaluation conference after all evaluations have been completed;
 - b. coordinating student evaluations, classroom observations, and observations of counselors, librarians, learning disabilities specialists, and physical disabilities specialists;
 - c. adhering to the specified timetable for the evaluation process;
 - d. communicating evaluation results to the evaluate;
 - 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.
 - 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 III.B. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

F. CLASSROOM OBSERVATION PROCEDURES

- 1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- 2. In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments. The confidentiality of student work shall be maintained.
- Observations shall be scheduled at least one week in advance with the *mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Plan Information Sheet to the evaluator. (See Appendix D-2.)
- 4. The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for **classroom faculty**, instructors at least one classroom or lab hour).
- 5. Class sections and various teaching obligations beyond the classroom (all mention of class sections below will include this alternate provision) of faculty to be evaluated shall be selected by mutual consent when possible as follows:

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

b. 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 evaluatee shall select one or more section(s) to be observed. For faculty whose assignments regularly span more than one discipline or methodology, the PRC may evaluate performance in each area.

c. For part-time faculty (except for those in their seventh semester) or faculty emeritus employees, a minimum of one class shall be observed. Class to be observed will be selected by the evaluator. Part time faculty in their seventh semester will be observed by two different evaluators in two different courses or sections when possible, one to be selected by the evaluator and one by the evaluatee. For part-time faculty being evaluated in more than one discipline, a minimum of one class in each discipline shall be observed. For faculty whose assignments regularly span more than one discipline or methodology, the Department may select the area(s) of evaluation.

- 6. The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).
- 7. Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.
- 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.
- IV. Rights and Responsibilities of Evaluatees
 - A. Rights
 - 1. The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.
 - 2. The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee's job.
 - 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.
 - 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.
 - 5. the evaluatee has the right to a confidential process.
 - B. Responsibilities
 - 1. The evaluatee is required to attend scheduled meetings with the PRC.
 - 2. The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed "needs improvement."
 - 3. The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.
- V. Timetable and Activities
 - A. 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.

B. To implement these provisions at the beginning of the fall semester 1994 the dean of instruction/area dean shall ensure that regular faculty in each division or area determine by the end of spring semester 1994 which individuals are to be evaluated fall 1994, spring 1995, fall 1995, spring 1996, fall 1996, spring 1997. Tenured faculty in each division or area shall be placed in one of six evaluation cohorts of nearly equal size.

Individual faculty members shall be given the opportunity to volunteer for the first two cohorts. If there are sufficient volunteers to fill the first two cohorts, volunteers shall be solicited for the second two cohorts, and so on. If there are insufficient volunteers to fill the first two cohorts, the volunteers shall retain their places and the remaining faculty of the division or area shall be randomly selected by lot to fill the remaining cohorts. If there are insufficient volunteers to fill the second two cohorts, the same process takes place. No one may volunteer for the third two cohorts.

- **B**. A probationary faculty member who achieves tenure shall be evaluated as a regular faculty member in the third year after being granted tenure.
- **C**. 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.
- E. If the evaluatee teaches in only one discipline, the evaluatee will choose one or more sections for observation by the evaluator(s).
- F. If the evaluatee teaches in more than one discipline for "A" contract, the evaluatee will be evaluated in each discipline in alternate evaluation cycles (every three years). For the first cycle, the evaluatee will be evaluated in the discipline in which s/he has the greater load assignment. The evaluatee will choose one or more sections for observation by the evaluator(s).
- G. If the evaluatee has teaching and non-teaching assignments (e.g. serves as a counselor, librarian, learning disabilities specialist, or physical disabilities specialist in addition to classroom teaching), the evaluatee will be evaluated in each assignment in alternate evaluation cycles (every three years). For the first cycle, the evaluatee will be evaluated in the assignment in which his/her load is greater. When the evaluatee is being evaluated for the teaching assignment, s/he will choose one or more sections for observation by the evaluator(s).
- H. The following schedule shall serve as a guide in completing the evaluation process:
 - 1. <u>August/January</u> Peer evaluators are selected.
 - <u>August-September/January-February</u> Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted. (See Appendices A and B.)
 - September/February Peer Review Committee (PRC) will conduct a 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. (See Appendix D 1: Classroom Observation procedure and Appendices E-1, G-1, and H-1: Workplace Observation Procedure.)

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

4. September-November October/February-April March

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

Prior to the class observation, the evaluatee shall complete the classroom observation information sheet. (See Appendix D-2.)

Within two weeks after the observations, PRC members will complete the observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s). (See Appendix D-4 for teaching faculty; for counselors, E-3; for librarians, F-3; for learning disabilities specialists, G-3; for physical disabilities specialists, H-3.)

5. September-November October/February-April March

- a. Student evaluations are conducted. (See Appendix D-4 for teaching faculty; for counselors, E-3; for librarians, F-3; for learning disabilities specialists, G-3; for physical disabilities specialists, H3.)
- b. If requested by the evaluatee, the evaluator shall make a second workplace/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 may 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.
- 6. <u>November/April</u>
 - a. Evaluatee completes self evaluation and submits to PRC chair. (See Appendix I.)
 - b. Post-evaluation conferences
 - (1) The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio. (See Appendix C.)

The PRC chair in conjunction with the PRC members completes the summary checklist, the summary report, and, if necessary, discusses the development of an improvement plan. (For teaching faculty, see Appendices D-7 and L; for counselors, E-6 and L; for librarians, F-6 and L; for learning disabilities specialists, G-6 and L; for physical disabilities specialists, H-6 and L.)

(2) 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. (See Appendix J: Improvement Plan.) The summary report shall be signed and placed in the evaluation portfolio which shall be finalized.

c. 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.

VI. Improvement Plan

- A. 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**. (See Appendix J.)
- B. The improvement plan shall include specific criteria-related recommendations and timetables for action. The timeline shall not exceed three semesters from the date of development of the plan for completion of activities.
- C. 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.
- D. The committee shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- **E.** The committee shall conduct another evaluation when the improvement plan has been completed.
- VII. 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.

DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY

- I. Available Procedures
 - A. 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 TRC/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 <u>Agreement</u> or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

B. UF/CCCCD Grievance Procedure

The probationary faculty member being evaluated has the right to file a grievance using the UF/CCCCD procedure for violations of procedures delineated in this article at any time during the four year probationary period. Use of the grievance procedure to appeal the content of an evaluation is allowed only in the third and fourth years of the probationary period. 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.

C. 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.

- II. Specifics of Appeals Process
 - A. Limitations of the Appeals Process
 - 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.

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.

3. Allegations of an Inappropriate Improvement Plan

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

- B. Steps in the Appeals Process
 - 1. The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.
 - 2. Once the complaint is received, the chair must notify the members of the TRC/PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the TRC/PRC), and the college president that a complaint has been filed.
 - 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.

- 4. The panel shall review all supportive documentation provided by the complainant and interview members of the TRC/PRC as well as others who may attest to the validity of the complaint. TRC/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.
- 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.
- 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 TRC/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.
- 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.
- C. 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.

D. 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.

EVALUATION OF PART-TIME FACULTY AND FACULTY EMERITUS EMPLOYEES

I. Performance Criteria for Teaching Faculty

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

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

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

The numbering below changes after #4.

- A. Demonstrate competence in performing classroom procedures and other responsibilities included in teaching load assignment.
 - 1. At the **beginning** first meeting of a course, **provide** distribute a syllabus to students **that conforms to the course outline of record**.
 - 2. Include in the syllabus a description of course content, **contact information**, the times and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.
 - 3. Consistently begin class at the scheduled time and teach for the entire class period.
 - 4. At the beginning of class, or at another appropriate time, make a clear statement of the objective(s) for that particular session.
 - 5. Be prepared for class with necessary materials and present material in an organized, clear manner.
 - 6. Present material **at a level appropriate to the course.** which conforms to existing course outline of record.
 - 7. Display expertise in subject matter appropriate to the assigned discipline(s).
 - 8. When presenting controversial material, do so in a balanced manner

acknowledging contrary views.

- 9. When appropriate, combine methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.
- 10. Regularly assess the teaching-learning process, **periodically check student understanding**, and modify strategies as necessary to improve results.
- 11. Conduct classes in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
- 12. Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
- 13. Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
- 14. Assess students as specified in the course syllabus.
- 15. Provide regular feedback to students.
- 16. Consistently return course work within two weeks of collecting work.

17. Participate in the evaluation process in a professional and timely manner.

- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 2. Recognize the right of students to have points of view different from the instructor's.
 - 3. Manage classroom to maintain an effective learning environment while treating Treat students fairly and respectfully politely.
 - 4. Be attentive to student questions and comments, and be clear and precise in response.
- II. Performance Criteria for the Evaluation of Part-time and Faculty Emeritus Counselors, Librarians, Learning Disabilities Specialists, and Physical Disabilities Specialists.

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

The following criteria will be used in the evaluation of part-time and faculty emeritus counselors, librarians, learning disabilities specialists, and physical disabilities specialists, respectively.

COUNSELORS

- A. Demonstrate competence in performing counseling procedures.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Use counseling skills appropriate to the counseling session.
 - 3. Clarify the counseling needs **and goals** of students, being both attentive to student questions and comments as well as clear and precise in response.
 - 4. When appropriate, identify referral sources and make suitable referrals.
 - 5. Conduct counseling in such a way as to establish rapport with students and encourage independence, and help students identify priorities and meet their goals.
 - 6. Provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.
 - 7. When appropriate, discuss available educational and/or career options.
 - 8. Maintain accurate records and submit reports such as individual educational plan (IEP) according to published deadlines.
- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 2. Recognize the right of students to have points of view different from the instructor's.
 - 3. Be responsive to the needs and special circumstances of students.
 - 4. Treat students fairly and politely.

C. Participate in the evaluation process in a professional and timely manner.

LIBRARIANS

- A. Demonstrate competence in performing library duties and other responsibilities.
 - 1. Display expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.
 - 2. Ask appropriate questions to clarify students' informational needs.
 - 3. Help maintain a library environment conducive to student learning.
 - 4. Adhere to the agreed-upon weekly schedule that meets the requirements of this contract, **keep appropriate records and meet agreed-upon deadlines.**
 - 5. Provide consultation on library **and on-line** resources with faculty, students, staff, managers and others requesting library services.

- 6. Treat colleagues fairly and politely as fellow professionals, and be considerate in dealings with other college staff.
- B. Recognize the rights of students.
 - 1. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 2. Recognize the right of students to have points of view different from the instructor's.
 - 3. Treat students fairly and politely.
 - 4. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in the evaluation process in a professional and timely manner.
- D. Adhere to criteria for teaching faculty (in addition to criteria for librarians) when leading a workshop or teaching a class.

LEARNING DISABILITIES SPECIALISTS

- A. Demonstrate competence in performing routine procedures and other primary responsibilities.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Display expertise in techniques (including the use of technology, when appropriate) designed to enhance learning.
 - 3. Diagnose and provide verification of learning disabilities and determine eligibility for services in accordance with state guidelines.
 - 4. Meet individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.
 - 5. Develop a prescriptive individual education plan for each student detailing appropriate support services.
 - 6. Teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.
 - 7. Help students gain greater independence in an academic environment.
- B. Recognize the rights of students.
 - 1. Display skill in establishing rapport with diverse population of students.
 - 2. Be responsive to the needs and special circumstances of individual students.
 - 3. Recognize the right of students to have points of view different from the instructor's.
 - 4. Communicate diagnostic information to students in a manner which helps them maximize their strengths.

- 5. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
- 6. Treat students fairly and politely.
- 7. Be attentive to student questions and comments, and be clear and precise in response.

C. Participate in the evaluation process in a professional and timely manner.

PHYSICAL DISABILITIES SPECIALISTS

- A. Demonstrate competence in performing routine and other primary responsibilities.
 - 1. Adhere to the weekly schedule that meets the requirements of this contract.
 - 2. Demonstrate sensitivity to the student's unique needs in light of his/her disability.
 - 3. Meet individually with students to discuss their goals, accommodations, and academic needs.
 - 4. Help students gain greater independence in an academic environment.
 - 5. Work effectively with professionals in state and local agencies.
 - 6. Develop a prescriptive education plan for each student detailing appropriate support services.
 - 7. Establish communication feedback and processes for monitoring student progress with faculty.
 - 8. Perform a variety of duties associated with assessment, identification, and formulation of educational goals and objectives for physical and communication disabled students.
 - 9. Perform a variety of duties associated with the transfer and/or vocational placement of physical and communication disabled students.
- B. Recognize the rights of students
 - 1. Display skill in establishing rapport with a diverse population of students.
 - 2. Be responsive to the needs and special circumstances of individual students.
 - 3. Recognize the right of students to have points of view different from the instructor's.
 - 4. Communicate diagnostic information to students in a manner which helps them maximize their strengths.
 - 5. Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - 6. Treat students fairly and politely.

- 7. Be attentive to student questions and comments, and be clear and precise in response.
- C. Participate in the evaluation process in a professional and timely manner.

III. EVALUATION PROCESS

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

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

B. For faculty emeritus employees, the evaluation process will be conducted by one regular faculty member mutually agreed upon by the department/sub-area chair and the faculty emeritus employee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/sub-area chair may also add another regular faculty member. The agreed-upon faculty member shall serve as chair of the committee.

If management believes substantial evidence exists that a faculty emeritus employee is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty emeritus employee. Before a management evaluation is initiated, management must notify the faculty emeritus employee 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 emeritus employee twenty-four hour notice of any classroom observation that is to occur.

- C. The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member/faculty emeritus employee to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee. (See Appendix D-1: Classroom Observation Procedure and Appendices E-1, F-1, G-1, H-1: Workplace Observation Procedure.)
- D. The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.

- E. The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- F. The classroom observation information sheet plan shall be completed. Classroom/workplace observations shall occur. (For teaching faculty, see Appendices D-2 and D-3; for counselors, E-2; for librarians, F-2; and for learning disabilities specialists, G-2; for physical disabilities specialists, H-2)
- G. Student evaluations will be administered (in two sections if possible). (For teaching faculty, see Appendix D-4; for counselors, E-3; for librarians, F-3; for learning disabilities specialists, G-3; for physical disabilities specialists, H-3.)
- H. The evaluator(s) will complete the summary checklist and summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report. (For teaching faculty, see Appendices D-8 and M; for counselors, E-7 and M; for librarians, F-7 and M; for learning disabilities specialists, G-7 and M; for physical disabilities specialists, H-7 and M.)
- I. The chair/evaluator will review the results of the evaluation with the part-time faculty member or faculty emeritus employee. The summary report shall be signed and the materials will be forwarded to the division chair/area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.
- J. The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.
- IV. Rights and Responsibilities of Evaluatees
 - A. Rights
 - 1. Within the first two four weeks of the semester, the evaluatee shall be notified that he/she is to be evaluated and shall be given access to the forms and information relevant to the evaluation as found in the document entitled <u>Evaluation Procedures for Part-Time Faculty</u>. receive the document entitled <u>Evaluation Procedures for Part time Faculty and Faculty Emeritus Employees</u>.
 - 2. The evaluatee shall have the right to have any job performance deemed "needs improvement" specifically communicated to her/him in writing and based on the job-related criteria. If rehired, the faculty member shall be given a plan for improvement.
 - 3. The evaluatee has the right to expect evaluator(s) to adhere to the guidelines stipulated in this article and to expect that evaluator(s) will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
 - 4. The evaluatee has the right to a confidential process. , except that evaluation **Evaluations** may be discussed by full-time faculty for rehiring purposes.
 - 5. The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.

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

B. Responsibilities

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

V. Guidelines for Evaluators

- **a. Evaluators** shall read all materials and follow guidelines and timetables.
- **b. Evaluators** shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- **c. Evaluators** shall be constructive in their criticism, pointing out evaluation results an if necessary recommending a plan for improvement within a reasonable time frame.
- 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 Members shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- e. Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- f. Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation. and resign from the evaluation committee in writing.
- g. **Evaluators** shall respect the confidentiality of the process.
- h. Evaluators shall understand that non-classroom obligations are to be equitably distributesd 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.
- i. **Evaluators** shall treat the faculty member being evaluated with fairness, civility and respect.

j. Evaluators shall create a portfolio as follows:

- 1) This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
- 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.
- 3) The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed **workplace** observation forms;
 - 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).

VI. CLASSROOM OBSERVATION PROCEDURES

- 1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- 2. In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments. The confidentiality of student work shall be maintained.
- 3. Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information Sheet- Plan to the evaluator. (See Appendix D-2.)
- 4. The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors at least one classroom or lab hour).
- 5. Class sections and various teaching obligations beyond the classroom (all mention of class sections below will include this alternate provision) of faculty to be evaluated shall be selected by mutual consent when possible as follows:

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

b. 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 evaluatee shall select one or more section(s) to be observed. For faculty whose assignments regularly span more than one discipline or methodology, the PRC may evaluate performance in each area.

c. For part-time faculty (except for those in their seventh semester) or faculty emeritus employees, a minimum of one class shall be observed. Class to be observed will be selected by the evaluator. Part time faculty in their seventh semester will be observed by two different evaluators in two different courses or sections when possible, one to be selected by the evaluator and one by the evaluatee. For part-time faculty being evaluated in more than one discipline, a minimum of one class in each discipline shall be observed. For faculty whose assignments regularly span more than one discipline or methodology, the Department may select the area(s) of evaluation.

- 6. The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).
- 7. Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.
- 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.

VII. Timetable and Activities

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

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

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

August-September/January-February

Evaluators are selected. Orientation to evaluation is conducted.

September/February

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

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

September-November/February-April

Workplace and Workshop observations occur. Within two weeks after the observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

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

November/April

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

Each part-time faculty member shall be evaluated during his/her first semester of employment and every six semesters of employment thereafter.

To implement these provisions at the beginning of the fall 1994 semester, all part-time faculty employed for the fall semester will be assigned to a cohort by the department/subarea chair. At least one-sixth of the part-time faculty will be evaluated during the fall 1994 semester.

B. Adhering to Article 14.1.10h, each faculty emeritus employee who has not been evaluated in the last three years shall be evaluated in the first and fourth years of her/his faculty emeritus contract. For all other, evaluation will follow the regular cycle of the last evaluation as a regular faculty member.

VIII. Improvement Plan

1. If the Evaluator or Evaluation Committee determines that the faculty performance "needs improvement," and if the part-time faculty member is

to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.

- 2. The improvement plan shall include specific criteria-related recommendations and timetables for action. The timeline shall not exceed three semesters from the date of development of the plan for completion of activities.
- 3, The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- 4, The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- 5, The Department shall conduct another evaluation when the improvement plan has been completed.

CONTRA COSTA COMMUNITY COLLEGE DISTRICT MEMORANDUM OF UNDERSTANDING

June 20, 1994

PART-TIME FACULTY RECEIVING A "NEEDS IMPROVEMENT" EVALUATION

A part-time faculty member whose level of performance is deemed "needs improvement" and is reemployed shall be evaluated according to the same evaluation process the semester following the original evaluation deemed "needs improvement."

EFFECTIVE PERIOD OF THE EVALUATION PROCESS

After two years from the date of implementation, this entire procedure will be automatically reopened unless the District and United Faculty agree to continue it.

Appendix A

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.

- 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.
- 2. The college president, the academic senate president, UF vice president, affirmative action equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- 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.
- 4. The faculty member shall bring to the orientation the UF/CCCCD <u>Agreement</u> which contains the evaluation policies, procedures, and materials.
- 5. Every tenured faculty member must attend an orientation once every three years.

Appendix B

GUIDELINES FOR EVALUATION COMMITTEES

- 1. Members shall read all materials and follow guidelines and timetables.
- 2. Members shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- 3. Members shall be constructive in their criticism, pointing out evaluation results and recommending a plan for improvement within a reasonable time frame.
- 4. Members 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. Members shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- 5. Members shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- 6. Members who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves and resign from the evaluation committee in writing.
- 7. Members shall respect the confidentiality of the process.
- 8. Members 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 or committees.
- 9. Members shall treat the faculty member being evaluated with fairness, civility and respect.

Appendix C

EVALUATION PORTFOLIO

- 1. This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
- 2. The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
- 3. The portfolio will contain, at the minimum:
- a. student evaluation transcriptions;
- b. completed observation forms;
- c. completed self evaluation;
- d. improvement plan, if needed;
- e. summary report form;
- f. other documentation mutually agreed upon by the evaluation committee and the faculty member;
- g. job announcement for probationary faculty members;
- h. criteria-related material from the personnel file, and
- i. criteria-related input from the department chair (if submitted).

Appendix D-1

ONLINE CLASSROOM OBSERVATION PROCEDURE

- 1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. It is recommended that to the extent possible the evaluation of on-line faculty be conducted by evaluators with experience teaching on-line.
- 2. In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments. The confidentiality of student work shall be maintained. During this conference the evaluator will also be given an orientation to and instructions for navigating the online classroom.
- 3. Observations shall be scheduled at least one week in advance with the *mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information Sheet to the evaluator. (See Appendix D-2.) The evaluatee is responsible for granting the evaluator(s) student access to the online classroom.
- 4. The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors at least one **cumulative** classroom or lab hour within a consecutive five-day period).
- 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:

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

b. 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 evaluatee shall select one or more section(s) to be observed. For faculty whose assignments regularly span more than one discipline or methodology, the PRC may evaluate performance in each area.

c. For part-time faculty (except for those in their seventh semester) or faculty emeritus employees, a minimum of one class shall be observed. Class to be observed will be selected by the evaluator. Part time faculty in their seventh semester will be observed by two different evaluators in two different courses or sections when possible, one to be selected by the evaluator and one by the evaluatee. For part-time faculty being evaluated in more than one discipline, a minimum of one class in each discipline shall be observed. For faculty whose assignments regularly span more than one discipline or methodology, the Department may select the area(s) of evaluation.

- 6. The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).
- 7. Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.
- 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.

APPENDIX D-2

| Classroom Observation Information Sheet Plan | | | | | |
|---|----------------|--|--|--|--|
| (To be completed by the evaluatee prior to the classroom visit) | | | | | |
| Course | Section | | | | |
| Room Time & day of class | | | | | |
| Dates of visit | Dates of visit | | | | |
| Number of students enrolled | | | | | |
| Evaluatee | | | | | |
| Evaluator | | | | | |
| | | | | | |

Please attach your course syllabus.

1. State the objective(s) of the class session.

2. Explain how the content of this session fits into the overall class plan. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

3. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you — use? Explain how the content of this session fits into the overall class plan course.

APPENDIX D-3

ONLINE STUDENT EVALUATION PROCEDURE FOR TEACHING FACULTY

The evaluator(s) shall select someone from the committee to administer and collect student evaluation questionnaires.

- For probationary faculty, student evaluations shall be conducted in one or more two sections during the first semester and two sections thereafter. The section(s) shall be chosen according to the Classroom Observation Procedure. must be mutually agreed upon by the chair of the committee and the faculty member.
- 2. For part-time faculty or faculty emeritus employees, student evaluations shall be conducted in at least one section of the course(s) taught by the part-time faculty member or faculty emeritus employee. **Student Evaluations will be administered in two sections if possible.**
- 3. 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 **on-line** section(s) in which the evaluations shall be conducted.
- 4. The faculty member will choose when an evaluator will administer and collect student evaluations.
- 5. The evaluator administering the evaluations will send the evaluation form and instructions to the class at an agreed-upon time. The evaluator will explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be compiled and presented to the instructor only in summary form. Appendix (TBD) contains a sample message to send to online students along with the evaluation form. The evaluator shall collect the student responses, and dismiss the class, if appropriate, and deliver the data to the appropriate manager or designee chair of the evaluation committee. When student evaluations are completed, the chair shall deliver the forms to the appropriate manager.
- 6. The manager shall ensure that the student evaluations are confidentially scored and compiled. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be compiled for all probationary faculty. Student comments for regular, part-time, and faculty emeritus employees shall be compiled upon request of the faculty member or members of the evaluation committee. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and compilations transcriptions of written comments shall be attached to the summary report.
- Originals of the Original student evaluations forms shall be confidentially maintained as follows: placed in a sealed envelope and placed in a locked file in the office of the dean of instruction/student services/area dean.
 - (a) 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.
 - (b) In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
 - (c) In the case of a part-time faculty member or faculty emeritus employee, the evaluations will be stored until the next evaluation cycle.
- 8. The form used for student evaluations shall be the one shown in Appendix D-5.

STUDENT EVALUATION PROCEDURE FOR TEACHING FACULTY

The evaluator(s) shall select someone from the committee to administer and collect student evaluation questionnaires.

- 1. For probationary faculty, student evaluations shall be conducted in one or more two sections during the first semester and two sections thereafter. The section(s) shall be chosen according to the Classroom Observation Procedure. must be mutually agreed upon by the chair of the committee and the faculty member. A minimum of 30 student evaluations shall be collected (and may be collected in more than two sections if needed to meet this minimum).
- 2. For part-time faculty or faculty emeritus employees, student evaluations shall be conducted in at least one section of the course(s) taught by the part-time faculty member or faculty emeritus employee. **Student Evaluations will be administered in two sections if possible.**
- 3. 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 **class meeting(s)** section(s) in which the evaluations shall be conducted.
- 4. The faculty member will choose when an evaluator will attend a class session in order to administer **and** collect student evaluations.
- 5. The evaluator administering the evaluations will come to the class at an agreed-upon time. The faculty member being evaluated will leave the room. The evaluator will **read the instructions on the Student Evaluation Form out loud and** explain to students that student evaluations are being collected for the purpose of evaluating and/or improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor only in summary form. The evaluator shall collect the student responses, and dismiss the class, if appropriate, and deliver the data to the **appropriate manager or designee.** chair of the evaluation committee. When student evaluations are completed, the chair shall deliver the forms to the appropriate manager.
- 6. The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all probationary faculty. Student comments for regular, part time, and faculty emeritus employees shall be transcribed upon request of the faculty member or members of the evaluation committee. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- Originals of the The original student evaluations forms shall be confidentially maintained as follows: placed in a sealed envelope and placed in a locked file in the office of the dean of instruction/student services/area dean.
 - (a) 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.
 - (b) In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
 - (c) In the case of a part-time faculty member or faculty emeritus employee, the evaluations will be stored until the next evaluation cycle.
- 8. The form used for student evaluations shall be the one shown in Appendix D-5.

APPENDIX D-5 Page 1 of 2

APPENDIX D-5 Page 2 of 2

Appendix D-6

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PROBATIONARY FACULTY

The TRC is to complete this form during its post-evaluation conference. It will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) transpose the categories used on the evaluation forms so that <u>SA</u> is equated with "Exceeds standards of performance," <u>A</u> equals "Meets standards of performance," <u>D</u> equals "Below standards of performance," and <u>SD</u> equals "Unacceptable," (2) use classroom observation forms to reach agreement among committee members as to the level of performance for the observable criteria (to be recorded under Tenure/Peer Review); and (3) determine the overall level of performance for each of the criteria, giving somewhat more weight to Tenure/Peer Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

The data source(s) (student review, tenure/peer review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student review, tenure/peer review, or self evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

Exceeds standards of performance:

Consistently high ratings in almost all areas on student, peer, self, or management evaluation where appropriate.

Meets standards of performance:

Average to high ratings in most areas on student, peer, self, or management evaluation where appropriate.

Below standards of performance:

Low to average ratings in most areas on student, peer, self, or management evaluation where appropriate.

Unacceptable standards of performance:

Low ratings in most areas on student, peer, self, or management evaluation where appropriate.

Name of Faculty Member _____

Evaluation Period

Committee Chair

(SUMMARY CHECKLIST FOR PROBATIONARY FACULTY) Page 2

A. Demonstrated competence in performing classroom procedures and other responsibilities.

| | | Tenure/ | | - Overall |
|---|------------------------|--------------------------------|---------------------------|--|
| | *Student | Peer | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | - |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | - |
| Comments | | | | |
| | | | | |
| Included in the syllabus a descrip are held, the means by which the relevant information. | | | | |
| | | *Tenure/ | | Overall |
| | Student | Peer | Self | Perfor- |
| | Review | Review | Eval. | mance |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| | | | | |
| | | | | |
| Unacceptable standards of performance Comments | | | | |
| | cheduled time a | - | ntire class p | |
| Comments | | *Tenure/ | | - Overall |
| Comments | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Comments | | *Tenure/ | | - Overall |
| Comments3. Consistently began class at the s | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Comments 3. Consistently began class at the s Exceeds standards of performance Weets standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Comments Consistently began class at the s Consistently began class at the s Exceeds standards of performance Meets standards of performance Selow standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Comments3. Consistently began class at the s Consistently began class at the s Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Comments3. Consistently began class at the s Consistently began class at the s Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Comments3. Consistently began class at the s Consistently began class at the s Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student Review | *Tenure/ Peer Review | Self <u>Eval</u> . | Overall Perfor mance |
| Consistently began class at the s Consistently began class at the s Exceeds standards of performance Veets standards of performance Selow standards of performance Jnacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance |
| Consistently began class at the s Consistently began class at the s Exceeds standards of performance Veets standards of performance Selow standards of performance Jnacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self <u>Eval</u> . | Overall Perfor mance |
| Consistently began class at the s Consistently began class at the s Exceeds standards of performance Veets standards of performance Selow standards of performance Jnacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance |
| Comments | | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance man |
| Comments | | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance man |
| Comments3. Consistently began class at the s 3. Consistently began class at the s Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. Demonstrated competence in pro | | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance man |

Presented material which conforms with existing course outlines.

5.

| | Student | *Tenure/ | Colf | Overall |
|--|--------------------|--|---------------|---|
| | Student | Peer | | |
| | <u>Review</u> | <u>Review</u> | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Exceeds standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | · | | |
| comments | | | | |
| | | | | |
| | | | | |
| Displayed expertise in subject ma | tter appropriate | to the assigned di | scipline(s). | |
| | | | | |
| | | *Tenure/ | | - Overall |
| | Student | Peer | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| | | | _ | _ |
| Exceeds standards of performance | | <u> </u> | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| 7. When presenting controversial ma | aterial. did so in | a balanced manne | er acknowle | daina cont |
| views. | , | | | |
| views. | | | | 0 0 |
| views. | | *Tenure/ | | |
| views. | *Student | *Tenure/ Peer | Self | |
| views. | *Student Review | | <u>Self</u> | - Overall |
| | | Peer | | - Overall - Perfor- |
| Exceeds standards of performance | | Peer | | - Overall - Perfor- |
| Exceeds standards of performance Meets standards of performance | | Peer | | - Overall - Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance | | Peer | | - Overall - Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | | Peer | | - Overall - Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | | Peer | | - Overall - Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | | Peer | | - Overall - Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | | Peer | | - Overall - Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | <u>Review</u> | Peer <u>Review</u> | <u>Eval</u> . | - Overall - Perfor - <u>mance</u> |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | <u>Review</u> | Peer <u>Review</u> | <u>Eval</u> . | - Overall - Perfor - <u>mance</u> |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | <u>Review</u> | Peer <u>Review</u> | <u>Eval</u> . | - Overall - Perfor - <u>mance</u> |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | <u>Review</u> | Peer Review | <u>Eval</u> . | Overall Perfor mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments B. Regularly assessed the teaching- | | Peer Review | Eval. | Overall Overall Perfor mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments B. Regularly assessed the teaching- | Review | Peer Review ——— ——— ——— s and modified stra *Tenure/ Peer | tegies as n | Overall Perfor mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | | Peer Review | Eval. | Overall Overall Perfor mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Comments 8Regularly assessed the teaching- results. | Review | Peer Review ——— ——— ——— s and modified stra *Tenure/ Peer | tegies as n | Overall Perfor mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments S. Regularly assessed the teaching- results. Exceeds standards of performance | Review | Peer Review ——— ——— ——— s and modified stra *Tenure/ Peer | tegies as n | Overall Perfor mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments S | Review | Peer Review ——— ——— ——— s and modified stra *Tenure/ Peer | tegies as n | Overall Perfor mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments S | Review | Peer Review ——— ——— ——— s and modified stra *Tenure/ Peer | tegies as n | Overall Perfor mance |
| Exceeds standards of performance Meets standards of performance Jnacceptable standards of performance Comments S. Regularly assessed the teaching- results. Exceeds standards of performance Meets standards of performance | Review | Peer Review ——— ——— ——— s and modified stra *Tenure/ Peer | tegies as n | Overall Perfor mance |

Conducted classes in such as to stimulate student.

9.

| | | *Tenure/ | | <u>Overall</u> |
|--|--------------------------|---|----------------------------|---------------------------------|
| | *Student | Peer | Self | Perfor |
| | Review | Review | Eval. | mance |
| | <u></u> | | <u></u> . | <u></u> |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| | | | | |
| Below standards of performance | | | | - |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| 10. Fairly evaluated students' work us stipulated in the course outline of | | cit criteria relevant | to the subje | ct matter, |
| | | - <i>i</i> | | • " |
| | | Tenure/ | | Overall |
| | *Student | Peer | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| Eveneda atandarda of porformanaa | | | | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| | | | | |
| Unacceptable standards of performance | | | | |
| Comments | submitted repor | ts such as grade a | Ind census I | osters acc |
| Comments | Student | ts such as grade a Tenure/ Peer | Ind census I | osters acc Overall Perfor |
| Comments | | Tenure/ | | - Overall |
| Comments | Student | Tenure/ Peer | | Overall Perfor |
| Comments 11. Maintained accurate records and published deadlines. Exceeds standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| Comments 11. Maintained accurate records and published deadlines. Exceeds standards of performance Meets standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| Comments 11. Maintained accurate records and published deadlines. Exceeds standards of performance Meets standards of performance Below standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| Comments 11. Maintained accurate records and published deadlines. Exceeds standards of performance Meets standards of performance Below standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| | Student | Tenure/ Peer | | Overall Perfor |
| Comments | Student Review | Tenure/ Peer Review | | Overall Perfor |
| Comments 11. Maintained accurate records and published deadlines. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | Student Review | Tenure/ Peer Review | | Overall Perfor- mance |
| Comments | Student Review | Tenure/ Peer Review | <u> </u> | Overall Perfor- mance |
| Comments | Student Review | Tenure/ Peer Review | | Overall Perfor- mance |
| Comments | Student | Tenure/ Peer Review | <u> </u> | Overall Perfor- mance |
| Comments | Student | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor mance |
| Comments | Student | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor mance |
| Comments | Student | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor mance |
| Comments | Student | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor mance |
| Comments | Student | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor mance |

13. Provided regular feedback to students.

| | | Tenure/ | | <u>Overall</u> |
|--|-----------------------------|---|--------------------------|---|
| | *Student | Peer | Self | Perfor |
| | Review | Review | Eval. | mance |
| | <u></u> | 1.01101 | <u></u> . | <u></u> |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | · | | |
| | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| | | | | |
| 14. Consistently returned course wor | k within two wee | ks of collecting wo | vrk. | |
| | | | | |
| | | Tenure/ | | - Overall |
| | *Student | Peer | Self | Perfor |
| | Review | Review | Eval. | mance |
| | | | · | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| Recognized the rights of students. | | | | |
| | a gandar disab | ility pationality ra | co religion | or sovual |
| 1. Did not discriminate based on age | e, gender, disab | ility, nationality, rad | ce, religion, | or sexual |
| | e, gender, disab | ility, nationality, rad | ce, religion, | |
| 1. Did not discriminate based on age | | *Tenure/ | | |
| 1. Did not discriminate based on age | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 1. Did not discriminate based on age | | *Tenure/ | | |
| Did not discriminate based on age orientation. | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Did not discriminate based on age orientation. Exceeds standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 1. Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student <u>Review</u> | *Tenure/ Peer <u>Review</u> | Self Eval. | Overall Perfor mance |
| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student <u>Review</u> | *Tenure/ Peer <u>Review</u> | Self Eval. | Overall Perfor mance |
| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student <u>Review</u> | *Tenure/ Peer <u>Review</u> | Self Eval. | Overall Perfor mance |
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| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer <u>Review</u> | Self | Overall Perfor mance |
| 1. Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | | *Tenure/ Peer Review | Self | Overall Perfor mance mance ctor's. Overall Perfor |
| Did not discriminate based on age orientation. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 2. Recognized the right of students | | *Tenure/ Peer Review | Self | Overall Perfor mance mance ctor's. Overall Perfor |
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Treated students fairly and politely.

3.

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| | *Student | Peer | Self | Perfor |
| | Review | Review | Eval. | mance |
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| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| | | | | - |
| Comments | | | | |
| Was attentive to students' questi | ons and commer | nts and was clear a | and precise | in respond |
| | | *Tenure/ | | |
| | *Student | Peer | Self | Perfor |
| | Review | Review | Eval. | |
| | Review | Review | <u>Evai</u> . | m <u>ance</u> |
| vecode standards of series | | | | |
| Exceeds standards of performance | | | | |
| Veets standards of performance | | | | - |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | - | - | | |
| Participated in non classroom professiona | - | | | |
| | called meetings. | Tenure/ | *Self | - Overall |
| | called meetings. | Tenure/ Peer | *Self | -Perfor- |
| | called meetings. | Tenure/ | <u>*Self</u> | |
| 1. Attended required management of | called meetings. | Tenure/ Peer | | -Perfor- |
| Attended required management of the standards of performance | called meetings. | Tenure/ Peer | | -Perfor- |
| 1. Attended required management of the standards of performance Meets standards of performance | called meetings. | Tenure/ Peer | | -Perfor- |
| 1. Attended required management of the standards of performance Meets standards of performance Below standards of performance | called meetings. | Tenure/ Peer | | -Perfor- |
| 1. Attended required management of the standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Unacceptable standards of performance | called meetings. | Tenure/ Peer | | -Perfor- |
| Participated in non-classroom professiona 1. Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | called meetings. | Tenure/ Peer | | -Perfor- |
| Attended required management Attended required management Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 2. Served on departmental/subarea | Student Student Review | Tenure/ Peer Review | <u>Eval</u> . | Perfor- mance |
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| Attended required management Attended required management Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments | Student Student Review | Tenure/ Peer Review | Eval. | Perfor- mance |
| Attended required management Attended required management Exceeds standards of performance Meets standards of performance Jnacceptable standards of performance Comments 2. Served on departmental/subarea required in the third and fourth ye | Student | Tenure/ Peer Review | Eval. | Perfor- mance |
| Attended required management Attended required management Exceeds standards of performance Meets standards of performance Jnacceptable standards of performance Comments 2. Served on departmental/subarea required in the third and fourth ye | Student | Tenure/ Peer Review | Eval. | Perfor- mance |
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| Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 2. Served on departmental/subarea required in the third and fourth ye Exceeds standards of performance Meets standards of performance | Student | Tenure/ Peer Review | Eval. | Perfor- mance |
| Attended required management Attended required management Exceeds standards of performance Meets standards of performance Unacceptable standards of performance Comments 2. Served on departmental/subarea required in the third and fourth ye Exceeds standards of performance Meets standards of performance Below standards of performance | Student | Tenure/ Peer Review | Eval. | Perfor- mance |
| Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 2. Served on departmental/subarea required in the third and fourth ye Exceeds standards of performance Meets standards of performance | Student | Tenure/ Peer Review | Eval. | Perfor- mance |

Maintained regular and timely office hours as specified in the contract.

3.

| | | Tenure/ | | <u>Overall</u> |
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| | Student | Peer Peer | *Self | - Perfor- |
| | Review | Review | Eval. | mance |
| | | | | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | ; | | | |
| Comments | | | | |
| | | | | |
| 4. Participate in curriculum develo | opment and course | e outline of record | revision. | |
| | | *Tenure/ | | Overall |
| | Student | Peer | Self | - Perfor- |
| | Review | Review | Eval. | mance |
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| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
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| Unaccentable standards of performance | | | | |
| Unacceptable standards of performance Comments | · | | | |
| · · · | | second year and | thereafter. | These may inc |
| Comments | ities beginning the professional perfo | rmance: independ students, complete | dent researc | n, learned and |
| Comments Participated in professional growth activ the following: 1. activities designed to enhance developed strategies for more related to the discipline, create | ities beginning the professional perfo effectively serving d and maintained (| rmance: independ students, complete | dent researc | n, learned and |
| Comments Participated in professional growth activ the following: 1. activities designed to enhance developed strategies for more- related to the discipline, create training; | ities beginning the professional perfo effectively serving d and maintained (de committees; rtistic exhibits or p | rmance: independ students, complet professional conta erformances, inter | dent researcl ed advanced cts and com | n, learned and I course work pleted occupa pleted occupa |
| Comments | ities beginning the professional perfo effectively serving d and maintained p de committees; rtistic exhibits or po to academic area | rmance: independ students, complet professional conta professional conta erformances, inter | dent researed ed advanced cts and com nship, classi | n, learned and I course work pleted occupa Poom research Overall |
| Comments | ities beginning the professional perfo effectively serving d and maintained (de committees; rtistic exhibits or po to academic area Student | rmance: independ students, complet professional conta erformances, inter | dent researed ed advanced cts and com nship, classi *Self | n, learned and I course work pleted occupa pleted occupa |
| Comments | ities beginning the professional perfo effectively serving d and maintained p de committees; rtistic exhibits or po to academic area | rmance: independ students, complet professional conta professional conta erformances, inter | dent researed ed advanced cts and com nship, classi | n, learned and I course work pleted occupa Poom research Overall |
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| Comments | ities beginning the professional perfo effectively serving d and maintained (de committees; rtistic exhibits or po to academic area Student | rmance: independ students, complet professional conta erformances, inter | dent researed ed advanced cts and com nship, classi *Self | n, learned and I course work pleted occupa oom research — Overall — Perfor- |
| Comments | ities beginning the professional perfo effectively serving d and maintained (d and maint | rmance: independ students, complet professional conta erformances, inter | dent researed ed advanced cts and com nship, classi *Self | n, learned and I course work pleted occupa oom research — Overall — Perfor- |
| Comments | ities beginning the professional perfo effectively serving d and maintained (d and maint | rmance: independ students, complet professional conta erformances, inter | dent researed ed advanced cts and com nship, classi *Self | n, learned and I course work pleted occupa oom research — Overall — Perfor- |

APPENDIX D-7

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR REGULAR FACULTY

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use classroom observation forms to determine the level of performance for the observable criteria and record the level of performance under faculty review after reaching agreement; and (2) determine the overall level of performance for each of the criteria giving somewhat more weight to faculty review than to student review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives a strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student review, faculty review, or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

| ame of Faculty Member | |
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| valuation Period | |
| | _ |
| ammittee Chair | |
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(SUMMARY CHECKLIST FOR REGULAR FACULTY) Page 2

A. Demonstrated competence in performing classroom procedures and other responsibilities.

1. At the first meeting of the course, distributed a syllabus to students.

| | | | *Ctudopt | | Self | Overall |
|------------------------------|----------------------|-------------------|--------------------|---------------------------------|-----------------------|-------------------|
| | | | *Student | Faculty | | |
| | | | Review | <u>Review</u> | <u>Eval</u> . | mance |
| Stronal | y agree | | | | | |
| Agree | | | | | | |
| Disagre | | | | | | - |
| | y disagree | | | | | |
| • • | factory | | improvement | | | |
| | ents | | Improvement | | | |
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| 2. | Included in the syl | llabus a descrij | otion of course co | ntent, the times a | nd places w | here office |
| | are held, the mean | ns by which the | e work of students | shall be evaluate | ed, grading s | standards : |
| | relevant information | | | | , o o | |
| | | | | | | - Overall |
| | | | Student | *Faculty | Self | Perfor- |
| | | | Review_ | Review | <u>Eval</u> . | mance |
| | | | | | | |
| | y agree | | | | | |
| Agree | | | | | | |
| Disagre | | | | | | |
| Strongly | y disagree | | | | | |
| ⊟-Satis | factory | | improvement | | | |
| Comme | | | P | | | |
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| 3. | Consistently bega | In class at the s | scheduled time ar | nd taught for the e | ntire class p | eriod. |
| 3. | Consistently bega | In class at the s | scheduled time ar | nd taught for the e | ntire class p | eriod. |
| 3. | Consistently bega | In class at the £ | scheduled time ar | | ntire class p | eriod. Overall |
| 3. | | In class at the { | scheduled time ar | nd taught for the e *Faculty | ntire class p Self | |
| 3. | - Consistently bega | n class at the € | | | | Overall |
| 3 | - Consistently bega | nn class at the ∢ | *Student | *Faculty | Self | Overall Perfor |
| 3. Strongly | Consistently bega | nn class at the ∢ | *Student | *Faculty | Self | Overall Perfor |
| | y agree | in class at the (| *Student | *Faculty | Self | Overall Perfor |
| Agree . | y agree | in class at the (| *Student | *Faculty | Self | Overall Perfor |
| Agree Disagre | y agree | in class at the (| *Student | *Faculty | Self | Overall Perfor |
| Agree Disagre Strongly | y agree | | *Student | *Faculty | Self | Overall Perfor |

At he beginning of class, (or other appropriate time) made a clear statement of the objective(s) for that particular session.

| | *Student | *Faculty | Self | Overall Perfor |
|---|--|---------------------------|---------------|-------------------------------|
| | Review | Review | Eval. | Mance |
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| Strongly agree | | | | |
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| Strongly disagree | | | | |
| Satisfactory | —— ⊟ Needs improvement | | | |
| Comments | | | | |
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| E Dresented mate | rial which conforms with existing (| ouroo outlinoo | | |
| b. Presented mate | nai which conforms with existing (| course outlines. | | |
| | | | | Overall |
| | Student | *Faculty | Self | Perfor |
| | Review | Review | <u> </u> | mance |
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| Strongly agree | | | | |
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| Strongly disagree | | | | |
| ⊟-Satisfactory | ──────────────────────────────── | | | |
| Comments | | | | |
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| Displayed expe | tise in subject matter appropriate | to the assigned di | scipline(s). | |
| 6. Displayed expe | | | | |
| 6. Displayed expe | Student | *Faculty | Self | Perfor- |
| 6. Displayed expe | | | | |
| | Student | *Faculty | Self | Perfor- |
| Strongly agree | Student | *Faculty | Self | Perfor- |
| Strongly agree | Student | *Faculty | Self | Perfor- |
| Strongly agree Agree Disagree | Student | *Faculty | Self | Perfor- |
| Strongly agree Agree Disagree Strongly disagree | Student Review | *Faculty | Self | Perfor- |
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| Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments | Student <u>Review</u> | *Faculty <u>Review</u> | <u>Self</u> | Perfor- mance |
| Strongly agree Agree Disagree Strongly disagree □-Satisfactory Comments 7. When presentin | Student <u>Review</u> g controversial material, did so in | *Faculty <u>Review</u> | Self Eval. | Perfor- mance |
| Strongly agree Agree Disagree Strongly disagree □-Satisfactory Comments 7. When presentin | Student Review | *Faculty Review | Self | Perfor- mance |
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| Strongly agree Agree Disagree Strongly disagree □-Satisfactory Comments 7. When presentin views. | Student Review | *Faculty Review | Self | Perfor- mance |
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| Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments 7. When presentin views. Strongly agree Agree Disagree | Student Review | *Faculty Review | Self | Perfor- mance |

8.

 Regularly assessed the teaching-learning process and modified strategies as necessary to improve results.

| | Student | *Faculty | *Self | Overall Perfor |
|--|---|---------------------------|------------------------|-------------------------|
| | Review | Review | Eval. | mance |
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| Strongly agree | | | | |
| Agree | | | | |
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| ∃ Satisfactory | Needs improvement | | | |
| Comments | | | | |
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| Conducted clas | ses in such as to stimulate thinking | g by students. | | |
| | | | | Overall |
| | *Student | *Faculty | *Self | Perfor- |
| | Review | <u>Review</u> | <u>Eval</u> . | mance |
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| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| ∃ Satisfactory | Needs improvement | | | |
| Comments | | | | |
| 0. Fairly evaluated | I students' work using clear, explic | it criteria relevant | to the subje | ct matter, a |
| 10. Fairly evaluated stipulated in the | course outline of record. | | | - Overall |
| 10. Fairly evaluated stipulated in the | course outline of record. *Student | Faculty | *Self | Overall Perfor |
| 10. Fairly evaluated stipulated in the | course outline of record. | | | - Overall |
| stipulated in the | course outline of record. *Student | Faculty | *Self | Overall Perfor |
| stipulated in the | course outline of record. *Student | Faculty | *Self | Overall Perfor |
| stipulated in the Strongly agree | course outline of record. *Student | Faculty | *Self | Overall Perfor |
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| stipulated in the Strongly agree Agree Disagree Strongly disagree | course outline of record. <u>*Student</u> <u>Review</u> <u></u> | Faculty | *Self | Overall Perfor |
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| stipulated in the Strongly agree Agree Disagree Strongly disagree ∃ Satisfactory Comments | • course outline of record. *Student <u>Review</u> | Faculty Review | *Self <u>Eval</u> . | Overall Perfor mance |
| stipulated in the Strongly agree Agree Disagree Strongly disagree ∃ Satisfactory Comments | course outline of record. <u>*Student</u> <u>Review</u> | Faculty Review | *Self <u>Eval</u> . | Overall Perfor mance |
| Stipulated in the Strongly agree Agree Disagree Strongly disagree → Satisfactory Comments 11. Maintained acci | course outline of record. <u>*Student</u> <u>Review</u> | Faculty Review | *Self Eval. | Overall Perfor mance |
| Stipulated in the Strongly agree Agree Disagree Strongly disagree → Satisfactory Comments 11. Maintained acci | course outline of record. <u>*Student</u> <u>Review</u> | Faculty Review | *Self <u>Eval</u> . | Overall Perfor mance |
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| Strongly agree | | | | |
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| Disagree | | | | |
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| Satisfactory | ──── □ Needs improvement | | | |
| Comments | | | | |
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| 13. Provided regula | ar feedback to students. | | | |
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| | *Student | Faculty | Self | Perfor- |
| | Review | Review | Eval. | mance |
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| Strongly agree | | | | |
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| Disagree | | | | |
| Strongly disagree | | | | |
| ⊟ Satisfactory | | | | |
| Comments | | | | |
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| 14 Consistently rel | turned course work within two wee | ke of collocting w | ork | |
| | umeu course work within two wee | NS OF CONCUMPY | JIN. | Overall |
| | <u>*Student</u> | Faculty | Self | Perfor- |
| | Review | | Eval. | mance |
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| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| Strongly disagree | | | | |

B. Recognized the rights of students.

1. Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation.

| | | | - Overall |
|----------|----------|---------------|-----------|
| *Student | *Faculty | Self | Perfor- |
| Review | Review | <u>Eval</u> . | mance |
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| Strongly agree | | |
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| Aaroo | | |
| Disagree | | |
| Strongly disagree | | |
| | | |
| Gatisfactory | ──────────────────────────────────── | |
| Comments | | |
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2. Recognized the right of students to have points of view, different from the instructor's.

| | | | | Overall |
|--|--|---------------------------|-------------|----------------------|
| | *Student | *Faculty | Self | Perfor- |
| | Review | Review | Eval. | mance |
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| Comments | | | | |
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| -3. Treated students | s fairly and politely. | | | |
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| | *Student | *Faculty | Self | Perfor- |
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| Satisfactory | ─── □ Needs improvement | | | |
| Comments | · · | | | |
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| 4. Was attentive to | students' questions and commen | ts and was clear a | and precise | in respond |
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Served on departmental/subarea/division/area, college, or district committee(s).

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| Strongly agree | | | | |
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3. Maintained regular and timely office hours as specified in the contract.

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4. Participate in curriculum development and course outlined of record revision.

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| | Review | <u>Review</u> | <u>Eval</u> . | mance |
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| Comments | | | | |

D. Participated in professional growth activities. These may include the following:

activities designed to enhance professional performance: independent research, learned and
 developed strategies for more effectively serving students, completed advanced course work
 related to the discipline, created and maintained professional contacts and completed occupational
 training;

- 2. college, district, and/or statewide committees;
- 3. conferences and workshops, had artistic exhibits or performances, completed an internship, conducted classroom research, participated in community involvement related to academic area;

Overall

| | Student Review | Faculty <u>Review</u> | <u>*Self</u> <u>Eval</u> . | Perfor- mance |
|-------------------|-------------------|--------------------------|-------------------------------|------------------|
| Strongly agree | | | | |
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SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PART-TIME AND FACULTY EMERITUS EMPLOYEES

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use classroom observation forms to determine the level of performance for the observable criteria and record the level of performance under Faculty/Management Review (if there is more than one committee member, use classroom observation forms to reach agreement among committee members as to the level of performance.); and (2) determine the overall level of performance for each of the criteria, giving somewhat more weight to Faculty/Management Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty/management review) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student or faculty/management review, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

| Name of Faculty Member | |
|------------------------|--|
| Evaluation Period | |
| Committee Chair | |

SUMMARY CHECKLIST FOR PART-TIME AND FACULTY EMERITUS EMPLOYEES Page 2

A. Demonstrated competence in performing classroom procedures and other responsibilities.

1. At the first meeting of the course, distributed a syllabus to students.

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| 2. Included in the | syllabus a description of course c | ontent, the times and | places where office |
| are held, the m | eans by which the work of student | ts shall be evaluated, | grading standards a |
| relevant inform | ation. | | |
| | | *Faculty | |
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| Consistently be | egan class at the scheduled time a | ind taught for the enti | re class period. |
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4. At he beginning of class, (or other appropriate time) made a clear statement of the objective(s) for that particular session.

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| 6. Displayed exper | ise in subject matter appropriate | to the assigned disc | pline(s). |
| 6. Displayed exper | ise in subject matter appropriate | | |
| 6. Displayed exper | | *Faculty | |
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| 9. Conducted clas | ses in such as to stimulate thinkin | g by students. | |
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| 10. Fairly evaluated | I students' work using clear, explic | it criteria relevant to | the subject matter |
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2. Recognized the right of students to have points of view, different from the instructor's.

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| 4. Was attentive to | o students' question | s and commer | nts and was clear and | d precise in respondir |
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Appendix E-1

WORKPLACE OBSERVATION PROCEDURE FOR COUNSELORS

- 1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- 2. Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- 3. In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- 4. The evaluator/observer shall observe counselors working with clients for at least one hour.
- 5. The documentation used for workplace observation shall include narrative comments. (See **Workplace Observation Form).** Appendix E-2).
- 6. Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

STUDENT EVALUATION PROCEDURE FOR COUNSELORS

- 1. Student evaluation forms shall be administered, completed, and returned by each student at the end of each counseling session conducted by the counselor between the start of the fifth week and the end of the eighth week of the semester. At the appointment desk, students will receive evaluations and envelopes for completion after the counseling session. The student shall submit the completed form in a sealed envelope to the appointment desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches-eighty (80) fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will then deliver the forms to the appropriate dean.
- 2. When a counselor is being evaluated in a classroom setting during the same semester that he or she is being evaluated during counseling sessions, student evaluations will be administered in the class as well as at counseling sessions. In this case, the disbursement and collection of student evaluations in counseling sessions will cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part time and faculty emeritus employees.
- 3. The appropriate dean shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all probationary faculty. Student comments for regular, part-time, and faculty emeritus employees shall be transcribed upon request of the faculty member or members of the evaluation committee. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- 4. Originals of the student evaluations shall be placed in a sealed envelope and placed in a locked file in the office of the dean of instruction/student services/area dean.
 - (a) 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 five years after notification of tenure denial.
 - (b) In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
 - (c) In the case of a part-time faculty member or faculty emeritus employee, the evaluations will be stored until the next evaluation cycle.
- 5. The form used for student evaluations shall be the **Student Evaluation Form for Counselors**.

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PROBATIONARY COUNSELORS

The TRC is to complete this form during its post-evaluation conference. It will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) transpose the categories used on the evaluation forms so that <u>SA</u> is equated with "Exceeds standards of performance," <u>A</u> equals "Meets standards of performance," <u>D</u> equals "Below standards of performance," and <u>SD</u> equals "Unacceptable;" (2) use workplace observation forms to reach agreement among committee members as to the level of performance for the observable criteria (to be recorded under Tenure/Peer Review); and (3) determine the overall level of performance for each of the criteria, giving somewhat more weight to Tenure/Peer Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

The data source(s) student review, tenure/peer review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student review, tenure/peer review or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

Exceeds standards of performance:

Consistently high ratings in almost all areas on student, peer, self, or management evaluation where appropriate.

Meets standards of performance:

Average to high ratings in most areas on student, peer, self, or management evaluation where appropriate.

Below standards of performance:

Low to average ratings in most areas on student, peer, self, or
 management evaluation where appropriate.

Unacceptable standards of performance:

Low ratings in most areas on either student, peer, self, or management
 evaluation where appropriate.

Name of Faculty Member

Evaluation Period

Committee Chair

SUMMARY CHECKLIST FOR PROBATIONARY COUNSELORS Page 2

A. Demonstrated competence in performing counseling procedures.

1. Adhered to the weekly schedule that meets the requirements of this contract.

| | | Tenure/ | | - Overall |
|--|---|-----------------------------------|-------------------|--|
| | Student | Peer | *Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | <u> </u> | |
| Comments | | | | |
| | | | | |
| 2. Used counseling skills appropriate | e to the counseli | ing session. | | |
| | | *Tenure/ | | |
| | Student | Peer | Self | - Perfor |
| | | | | |
| | <u>Review</u> | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | - |
| | | | | |
| | | | | |
| | students being | both attentive to s | tudent ques | tions and |
| 3. Clarified the counseling needs of as well as clear and precise in res | | | tudent ques | |
| 3. Clarified the counseling needs of | sponse. | *Tenure/ | | |
| 3. Clarified the counseling needs of | *Student | *Tenure/ Peer | Self | - Overall Perfor |
| 3. Clarified the counseling needs of | sponse. | *Tenure/ | | |
| 3. Clarified the counseling needs of as well as clear and precise in rec | *Student | *Tenure/ Peer | Self | - Overall Perfor |
| 3. Clarified the counseling needs of as well as clear and precise in res | *Student | *Tenure/ Peer | Self | - Overall Perfor |
| 3. Clarified the counseling needs of as well as clear and precise in res Exceeds standards of performance Meets standards of performance | *Student | *Tenure/ Peer | Self | - Overall Perfor |
| 3. Clarified the counseling needs of as well as clear and precise in res Exceeds standards of performance Meets standards of performance Below standards of performance | *Student | *Tenure/ Peer | Self | - Overall Perfor |
| 3. Clarified the counseling needs of as well as clear and precise in res Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | - Overall Perfor |
| 3. Clarified the counseling needs of | *Student | *Tenure/ Peer | Self | - Overall Perfor |
| 3. Clarified the counseling needs of as well as clear and precise in res Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student <u>Review</u> | *Tenure/ Peer <u>Review</u> | <u>Self</u> | Overall Perfor- mance |
| 3. Clarified the counseling needs of as well as clear and precise in res Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student <u>Review</u> | *Tenure/ Peer Review | <u>Self</u> | Overall Perfor- mance |
| 3. Clarified the counseling needs of as well as clear and precise in res Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Sponse. *Student <u>Review </u> | *Tenure/ Peer Review | Self Eval. | Overall Perfor- mance |
| 3. Clarified the counseling needs of as well as clear and precise in res Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Sponse. Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance al referrals Overall Perfor |
| 3. Clarified the counseling needs of as well as clear and precise in res Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Sponse. *Student <u>Review </u> | *Tenure/ Peer Review | Self Eval. | Overall Perfor- mance |
| Clarified the counseling needs of as well as clear and precise in rec Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. When appropriate, identified refer | Sponse. Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance al referrals Overall Perfor |
| Clarified the counseling needs of as well as clear and precise in rec Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. When appropriate, identified refer Exceeds standards of performance Meets standards of performance | Sponse. Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance al referrals Overall Perfor |
| Clarified the counseling needs of as well as clear and precise in rec Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. When appropriate, identified refer Exceeds standards of performance Below standards of performance Meets standards of performance Below standards of performance | Sponse. Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance al referrals Overall Perfor |
| Clarified the counseling needs of as well as clear and precise in rec Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. When appropriate, identified refer Exceeds standards of performance Meets standards of performance | Sponse. Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance al referrals Overall Perfor |

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5. Conducted counseling in such a way as to establish rapport with students and encourage independence.

| Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments | Student Review | Peer <u>Review</u> | <u>Self</u> <u>Eval</u> . | Perfor- mance |
|---|--------------------------|-------------------------|------------------------------|------------------|
| Meets standards of performance Below standards of performance Jnacceptable standards of performance | | <u>Review</u> | <u> </u> | <u>mance</u> |
| Meets standards of performance Below standards of performance Jnacceptable standards of performance | | | | |
| Meets standards of performance Below standards of performance Jnacceptable standards of performance | | | | |
| Below standards of performance Jnacceptable standards of performance | | | | |
| Jnacceptable standards of performance | | | | |
| • | <u>,</u> | | | |
| Comments | | | | |
| | | | | |
| Provided students with accurat programs and articulation when | | ation regarding ce | tificate, trar | nsfer, and (|
| | | ** (| | • " |
| | | *Tenure/ | | Overall |
| | Student | Peer | Self | Perfor- |
| | Review | Review | Eval. | mance |
| | | | | |
| Exceeds standards of performance Meets standards of performance | | | | |
| | | | | |
| Below standards of performance | | | | |
| Jnacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| Maintained accurate records a according to published deadline | | | al education | |
| | Otra I I | Tenure/ | *O 1/ | Overall |
| | Student | Peer | *Self | Perfor- |
| | <u>Review</u> | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Aeets standards of performance | | | | |
| | | | | |
| Below standards of performance | | | | |
| Jnacceptable standards of performance | <u> </u> | | | |
| Comments | | | | |
| | | | | |
| Recognized the rights of students. | | | | |
| Did not discriminate based on a orientation in counseling method | age, gender, disab | ility, nationality, rad | ce, religion, | or sexual |
| | | *Tenure/ | | Overall |
| | Student | Peer Peer | Self | Perfor |
| | Review | Review | <u>Eval</u> . | mance |
| | | | | manee |
| Exceeds standards of performance | | | | |
| Aeets standards of performance | | | | |
| Below standards of performance | | | | |
| Jnacceptable standards of performance | | | | |
| | · | | <u> </u> | |
| Comments | | | | |

Recognized the right of students to have points of view different from the counselor's.

2.

| | | *Tenure/ | | -Overall |
|--|---|--|-----------------------|---|
| | *Student | Peer | Self | Perfor- |
| | Review | Review | Eval. | mance |
| | 1.01101 | <u>iterion</u> | <u>vai</u> . | manos |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| 3. Was responsive to the needs and | special circums | tances of individu | al students. | |
| | | *Tenure/ | | |
| | *Student | | Self | - Perfor |
| | *Student | | | |
| | Review | Review | Eval. | mance |
| | | | | |
| Exceeds standards of performance | | | | |
| Veets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| | | | | |
| Comments | | | | |
| Treated students fairly and politel | y. | | | |
| 4. Treated students fairly and politel | | *Tenure/ | | Overall |
| 4. Treated students fairly and politel | *Student | Peer | Self | Overall Perfor |
| 4. Treated students fairly and politel | | | Self Eval. | |
| 4. Treated students fairly and polite | *Student | Peer | | -Perfor- |
| | *Student | Peer | | -Perfor- |
| Exceeds standards of performance | *Student | Peer | | -Perfor- |
| Exceeds standards of performance | *Student | Peer | | -Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance | *Student | Peer | | -Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | Peer | | -Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | Peer | | -Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | * <u>Student</u> | Peer Review ——— ——— ——— | | -Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Participated in non-classroom professiona | *Student Review | Peer Review ——— ——— ——— | | -Perfor- |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | Peer <u>Review</u> | | Perfor- mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Participated in non-classroom professiona | *Student <u>Review</u> <u></u> <u></u> <u></u> <u></u> I responsibilities salled meetings. | Peer <u>Review</u> _ | <u>Eval</u> . | Perfor- mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Participated in non-classroom professiona | *Student <u>Review</u> <u></u> <u></u> <u></u> I responsibilities called meetings. Student | Peer Review | <u>Eval</u> . | Perfor- mance mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Participated in non-classroom professiona | *Student <u>Review</u> <u></u> <u></u> <u></u> <u></u> I responsibilities salled meetings. | Peer <u>Review</u> _ | <u>Eval</u> . | Perfor- mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Participated in non-classroom professiona 1 Attended required management c | *Student <u>Review</u> <u></u> <u></u> <u></u> I responsibilities called meetings. Student | Peer Review | <u>Eval</u> . | Perfor- mance mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Participated in non-classroom professiona 1. Attended required management c Exceeds standards of performance | *Student <u>Review</u> <u></u> <u></u> <u></u> I responsibilities called meetings. Student | Peer Review | <u>Eval</u> . | Perfor- mance mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Comments Participated in non-classroom professiona 1. Attended required management of Exceeds standards of performance Meets standards of performance | *Student <u>Review</u> <u></u> <u></u> <u></u> I responsibilities called meetings. Student | Peer Review | <u>Eval</u> . | Perfor- mance mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Participated in non-classroom professiona | *Student <u>Review</u> <u></u> <u></u> <u></u> I responsibilities called meetings. Student | Peer Review | <u>Eval</u> . | Perfor- mance mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Comments Participated in non-classroom professiona 1. Attended required management of Exceeds standards of performance Meets standards of performance | *Student <u>Review</u> <u></u> <u></u> <u></u> I responsibilities called meetings. Student | Peer Review | <u>Eval</u> . | Perfor- mance mance |

Served 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.

| | | | Tenure/ | | - Overall |
|--|--|--|--|---|--|
| | | Student | Peer | *Self | Perfor- |
| | | Review | Review | <u>Eval</u> . | |
| Excee | ds standards of performance | | | | |
| | standards of performance | | | | |
| | standards of performance | | | | |
| | eptable standards of performance | | | | |
| Comm | • | | | | |
| | | | | | |
| Partici | pated in professional growth activitie | s. These may i | nclude the followir | ng: | |
| | | | | | |
| | | | | | |
| | - activities designed to enhance pro | ofessional perfor | mance: independ | tent researc | h, learning and |
| 1 | activities designed to enhance pro developing strategies for more eff | ofessional perfor ectively serving | students, advance | ed course w | ork related to the |
| 1 | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainir | ofessional perfor ectively serving og professional c | students, advance | ed course w | ork related to the |
| <u>1.</u> | activities designed to enhance pro developing strategies for more eff | ofessional perfor ectively serving og professional c | students, advance | ed course w | ork related to the |
| <u>1.</u> <u>2.</u> <u>3.</u> | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainir | ofessional perforestively serving og professional o committees; | students, advance contacts, and occu | ed course w pational trai | ork related to the ning; |
| <u>1.</u> <u>2.</u> <u>3</u> . | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainin college, district, and/or statewide | ofessional perforestively serving og professional o committees; | students, advance contacts, and occu | ed course w pational trai | ork related to the ning; |
| 1 2 3 | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainin college, district, and/or statewide conferences and workshops, inter | ofessional perforestively serving og professional o committees; | students, advance contacts, and occu om research, com Tenure/ | ed course w pational trai | ork related to the ning; |
| 1 2 3 | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainin college, district, and/or statewide conferences and workshops, inter | ofessional perforestively serving og professional o committees; | students, advance contacts, and occu om research, come | ed course w pational trai | ork related to the ning; vement related to |
| | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainin college, district, and/or statewide conferences and workshops, inter | ofessional perforestively serving og professional o committees; nships, classroo | students, advance contacts, and occu om research, com Tenure/ | ed course we apational trai munity invol- | ork related to the ning; vement related to — Overall |
| - 1. - 2. - 3. | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainin college, district, and/or statewide conferences and workshops, inter professional area. | ofessional perforestively serving og professional of committees; mships, classroof Student | students, advance contacts, and occu om research, com Tenure/ Peer | ed course we pational trai munity invol- *Self | ork related to the ning; vement related to — Overall — Perfor- |
| | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainin college, district, and/or statewide conferences and workshops, inter professional area. | ofessional perforestively serving og professional of committees; mships, classroof Student | students, advance contacts, and occu om research, com Tenure/ Peer | ed course we pational trai munity invol- *Self | ork related to the ning; vement related to — Overall — Perfor- |
| - 1. - 2. - 3. | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainin college, district, and/or statewide conferences and workshops, inter professional area. | ofessional perforestively serving og professional of committees; mships, classroof Student | students, advance contacts, and occu om research, com Tenure/ Peer | ed course we pational trai munity invol- *Self | ork related to the ning; vement related to — Overall — Perfor- |
| - 1. | activities designed to enhance pro developing strategies for more eff discipline, creating and maintainin college, district, and/or statewide conferences and workshops, inter professional area. | ofessional perforestively serving og professional of committees; mships, classroof Student | students, advance contacts, and occu om research, com Tenure/ Peer | ed course we pational trai munity invol- *Self | ork related to the ning; vement related to — Overall — Perfor- |

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR REGULAR COUNSELORS

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to determine the level of performance for the observable criteria and record the level of performance under faculty review after reaching agreement; and (2) determine the overall level of performance for each of the criteria giving somewhat more weight to faculty review than to student review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives a strongly agree or agree in overall performance should be deemed satisfactory; and evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rational must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined student review, faculty review, or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

| Name of Eaculty Member | |
|------------------------|--|
| Name of Faculty Member | |
| | |

Evaluation Period

Committee Chair _____

SUMMARY CHECKLIST FOR REGULAR COUNSELORS Page 2

A. Demonstrated competence in performing classroom procedures and other responsibilities.

Adhered to the weekly schedule that meets the requirements of this contract.

| | | Otudant | Feedlar | *Self | Overall |
|---|--|---------------------------------------|---------------------------------------|---------------|-------------------------------|
| | | Student Review | Faculty | | Perfor |
| | | Review | <u>Review</u> | <u>Eval</u> . | mance |
| Strongly agree | | | | | |
| Agree | | | | | |
| Disagree | | | | | |
| Strongly disagree | | | | | |
| Satisfactory | | nrovement | | | |
| Comments | | provement | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| 2. Utilized counse | ling skills appropria | ate to the counse | elina session. | | |
| | 5 | | | | Overall |
| | | Student | *Faculty | Self | Perfor- |
| | | Review | Review | Eval. | mance |
| | | | | | |
| Strongly agree | | | | | |
| Agree | | | | | |
| Disagree | | | | | |
| Strongly disagree | | | | | |
| Satisfactory | | nprovement | | | |
| Comments | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| 3. Clarified the co | unseling interview | objectives, being | g both attentive to | student que | estions and |
| Clarified the co- comments as w | unseling interview of the second seco | objectives, being | g both attentive to e. | student que | estions and |
| 3. Clarified the co- comments as w | unseling interview of the second se | objectives, being ecise in respons |) both attentive to e. | student que | |
| 3. Clarified the co comments as w | unseling interview over the second se | ecise in respons | e. | | |
| 3. Clarified the co comments as w | unseling interview over the second se | ecise in respons | e. | Self | Overall Perfor- |
| 3. Clarified the co comments as w | unseling interview of the second seco | ecise in respons | e. | | |
| comments as w | unseling interview of the second provide the second provided the secon | ecise in respons | e. | Self | Overall Perfor- |
| comments as w | unseling interview of the second provided the | ecise in respons | e. | Self | Overall Perfor- |
| comments as w Strongly agree Agree | unseling interview of the second provided the | ecise in respons | e. | Self | Overall Perfor- |
| comments as w Strongly agree Agree Disagree | unseling interview of the second products of | ecise in respons | e. | Self | Overall Perfor- |
| comments as w Strongly agree Agree Disagree Strongly disagree | vell as clear and pro | ecise in respons *Student Review | e. | Self | Overall Perfor- |
| 3. Clarified the co- comments as w Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory | unseling interview of the second products of | ecise in respons *Student Review | e. | Self | Overall Perfor- |

When appropriate, identified referral sources and made appropriate professional referrals.

Δ

| | | | | Overall |
|---|--|------------------------------------|----------------------------------|--|
| | *Student | *Faculty | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | Mance |
| | | | | |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| Batisfactory | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| | | | | |
| | unseling in such a way as to establi | sh rapport with stu | udents and e | encourage |
| independence | | | | - |
| | | | | Overall |
| | Student | *Faculty | Self | Perfor- |
| | Review | Review | Eval. | mance |
| | | | | |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | - |
| Batisfactory | □ Noods improvement | | | |
| | ——— ⊟ Needs improvement | | | |
| Comments | | | | |
| | | | | |
| | ents with accurate, available information | ation regarding ce | rtificate, trar | nsfer, and |
| | ents with accurate, available informaticulation when applicable. | ation regarding ce | rtificate, trar | nsfer, and o |
| | | ation regarding ce *Faculty | rtificate, trar Self | |
| | articulation when applicable. | | | |
| programs and | articulation when applicable. *Student | *Faculty | Self | - Overall - Perfor- |
| | articulation when applicable. *Student | *Faculty | Self | - Overall - Perfor- |
| programs and | articulation when applicable. *Student | *Faculty | Self | - Overall - Perfor- |
| programs and Strongly agree Agree Disagree | articulation when applicable. *Student | *Faculty | Self | - Overall - Perfor- |
| programs and Strongly agree Agree Disagree | articulation when applicable. *Student | *Faculty | Self | - Overall - Perfor- |
| programs and Strongly agree Agree Disagree Strongly disagree | articulation when applicable. *Student Review | *Faculty | Self | - Overall - Perfor- |
| programs and Strongly agree Agree Disagree Strongly disagree ⊐ Satisfactory | articulation when applicable. *Student | *Faculty | Self | - Overall - Perfor- |
| programs and Strongly agree Agree Disagree Strongly disagree ⊐ Satisfactory | articulation when applicable. *Student Review | *Faculty | Self | - Overall - Perfor- |
| programs and Strongly agree Agree Disagree Strongly disagree | articulation when applicable. *Student Review | *Faculty | Self | - Overall - Perfor- |
| programs and Strongly agree Agree Disagree Strongly disagree ⊐ Satisfactory | articulation when applicable. *Student Review | *Faculty | Self | - Overall - Perfor- |
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| programs and Strongly agree Agree Disagree Strongly disagree → Satisfactory Comments | articulation when applicable. | *Faculty Review | Self Eval. | Overall Perfor mance |
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| programs and Strongly agree Agree Disagree Strongly disagree Strongly disagree Comments Comm | articulation when applicable. | *Faculty Review | Self | Overall Perfor mance and plan (IE Overall Perfor |

Recognized the rights of students. В.

Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation in counseling methods and techniques. Overall *Faculty Self Perfor Student Review Review Eval. mance Strongly agree Agree Disagree Strongly disagree - Satisfactory Comments_ 2. Recognized the right of students to have points of view different from the counselor's. Overall *Faculty *Student Self Perfor-Review Review Eval m<u>ance</u> Strongly agree Agree Disagree Strongly disagree - Satisfactory Comments Was responsive to the needs and special circumstances of individual students. 3. Overall *Student *Faculty Self Perfor-Poviow Eval Mance Doviow

| Strongly agree | | |
|-----------------------------|---|------|
| Agree | | |
| - Disagree | | |
| Strongly disagree | | |
| — ⊟ Satisfactory | | |
| Comments | 1 | |

| | *Student | *Faculty | Self | Perfor- |
|-------------------|----------|----------|---------------|---------------|
| | Review | Review | <u>Eval</u> . | M <u>ance</u> |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
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C. Participated in non-classroom professional responsibilities.

| | | | | | | Overall |
|--|---|--|---|--|---|---|
| | | | Student | Faculty | *Self | Perfor- |
| | | | <u>Review</u> | Review | <u>Eval</u> . | mance |
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| – ⊟ Sa i | gly disagree isfactory nents | —— □ Needs | improvement | | | |
| _ ⊟ Sat Comr | isfactory nents | | | | | |
| _ ⊟ Sat Comr | isfactory nents ipated in professio | nal growth activit | ies. These may ir | | | |
| _ ⊟ Sat Comr | isfactory nents ipated in professio activities desigi developing stra | nal growth activit ned to enhance p tegies for more c | | mance: independ students, advance | lent research ed course wo | ork related |
| _ ⊟ Sat Comr | isfactory nents ipated in professio activities design developing stra discipline, crea | nal growth activit ned to enhance p tegies for more c | ies. These may ir rofessional perfor iffectively serving ing professional c | mance: independ students, advance | lent research ed course wo | ork related |
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| _ B Sat Comr | isfactory nents ipated in professio activities design developing stra discipline, crea college, district conferences ar | nal growth activit ned to enhance p tegies for more c ting and maintain , and/or statewide nd workshops, int | ies. These may ir rofessional perfor iffectively serving- ing professional c a committees; ernships, classroc | mance: independ students, advance ontacts, and com m research, com | lent research ed course wo pleted occup munity involv | ork related pational tra ement re Overall |
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| _ B Sat Comr | isfactory nents ipated in professio activities design developing stra discipline, crea college, district conferences ar professional are | nal growth activit ned to enhance p tegies for more c ting and maintain , and/or statewide nd workshops, int | ies. These may ir rofessional perfor iffectively serving- ing professional c a committees; ernships, classroc Student | mance: independ students, advance ontacts, and com m research, com Faculty | dent research ed course wo pleted occup munity involv *Self | ork related bational tra vement re — Overall — Perfor- |
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| _ B Sat Comr | isfactory nents ipated in professio activities design developing stra discipline, crea college, district conferences ar professional are | nal growth activit ned to enhance p tegies for more c ting and maintain , and/or statewide nd workshops, int | ies. These may ir rofessional perfor iffectively serving- ing professional c a committees; ernships, classroc Student | mance: independ students, advance ontacts, and com m research, com Faculty | dent research ed course wo pleted occup munity involv *Self | ork related bational tri vement re <u>Overall</u> <u>Perfor-</u> |
| -B Sat Comr Partic 1. -2. -3. | isfactory nents ipated in professio activities design developing stra discipline, crea college, district conferences ar professional are gly agree | nal growth activit ned to enhance p tegies for more c ting and maintain , and/or statewide nd workshops, int ea. | ies. These may ir rofessional perfor iffectively serving- ing professional c a committees; ernships, classroc Student | mance: independ students, advance ontacts, and com m research, com Faculty | dent research ed course wo pleted occup munity involv *Self | ork related pational tr vement re Overall Perfor- |

| | Student <u>Review</u> | Faculty <u>Review</u> | *Self <u>Eval</u> . | Perfor- mance |
|-------------------|--------------------------|--------------------------|------------------------|------------------|
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| | — No o do inco no o o t | | | |
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SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PART-TIME AND FACULTY EMERITUS COUNSELORS

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to determine the level of performance for the observable criteria and record the level of performance under Faculty/Management Review (If there is more than one committee member use workplace observation forms to reach agreement among committee members as to the level of performance.); and (2) determine the overall level of performance for each of the criteria, giving somewhat more weight to Faculty/Management Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty/management review) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student or faculty/management review, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

| Name of Faculty Member | |
|------------------------|--|
| Name of Faculty Member | |
| | |

Evaluation Period

Committee Chair _____

SUMMARY CHECKLIST FOR PART-TIME AND FACULTY EMERITUS COUNSELORS Page 2

A. Demonstrated competence in performing counseling procedures.

| | | *Facul | ty Overall | |
|---|---|-----------------------------------|---------------------------------|------------|
| | Stud | ent Manaç | jement Perfor | |
| | Revi | | | |
| Strongly agree | | | | _ |
| Agree | | | | |
| Disagree | | | | _ |
| Strongly disagree | | <u> </u> | | _ |
| Satisfactory | | nent | | |
| Comments | • | | | |
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| 2. Used counseline | skills appropriate to the | counseling session | | |
| | , | | | |
| | | *Facul | ty Overall | |
| | Stud | | ement Perfor | |
| | Revi | | | |
| | | | | |
| Strongly agree | | | | |
| Agree | | | | _ |
| Disagree | | | | _ |
| Strongly disagree | | | | |
| Satisfactory | | nent | | |
| Comments | | | | |
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| = | | | | stions and |
| | nseling interview objectiv | es, being both atter | tive to student que | |
| 3. Clarified the cou | nseling interview objectively as clear and precise in | | tive to student que | |
| 3. Clarified the cou | nseling interview objectively as clear and precise in | | tive to student que | |
| 3. Clarified the cou | | response. | t ive to student que | |
| 3. Clarified the cou | | response. *Facul | ty Overall | |
| 3. Clarified the cou | ell as clear and precise in | response. *Facul lent Manag | ty Overall Jement Perfor- | |
| | ell as clear and precise in *Stuc | response. *Facul lent Manag | ty Overall jement Perfor- | |
| 3. Clarified the cou comments as we | ell as clear and precise in *Stuc | response. *Facul lent Manag | ty Overall Jement Perfor- | |
| 3. Clarified the cou comments as we Strongly agree | ell as clear and precise in *Stuc | response. *Facul lent Manag | ty Overall Jement Perfor- | |
| 3. Clarified the cou comments as we Strongly agree Agree | ell as clear and precise in *Stuc | response. *Facul lent Manag | ty Overall Jement Perfor- | |
| 3. Clarified the cou comments as we Strongly agree | ell as clear and precise in *Stuc | response. *Facul lent Manag | ty Overall Jement Perfor- | |

When appropriate, identified referral sources and made appropriate professional referrals.

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| | *04 | *Faculty | - Overall Dorfor |
|--|---|--------------------------------------|--|
| | *Student | Management | Perfor |
| | Review | Review | m <u>ance</u> |
| Strongly agree | | | |
| Agree | | | |
| Disagree | | | |
| Strongly disagree | | | |
| -B Satisfactory | | | |
| Comments | <u> </u> | | |
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| | | | |
| 5. Conducted cou | nseling in such a way as to establi | ish rapport with stude | ents and encourage |
| independence. | | | |
| | | *Faculty | |
| | Student | Management | |
| | Review | Review | mance |
| | <u></u> | | <u> </u> |
| Strongly agree | | | |
| Agree | | | |
| Disagree | | | |
| Strongly disagree | | | |
| Satisfactory | | | |
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| | | | |
| 6. Provided studer | nts with accurate, available inform | ation regarding certif | icate, transfer, and c |
| 6. Provided studer | nts with accurate, available inform rticulation when applicable. | | |
| 6. Provided studer | rticulation when applicable. | *Faculty | |
| 6. Provided studer | rticulation when applicable. *Student | *Faculty Management | |
| 6. Provided studer | rticulation when applicable. | *Faculty | |
| 6. Provided studer | rticulation when applicable. *Student | *Faculty Management | |
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| 6. Provided studer programs and a Strongly agree Agree Disagree | rticulation when applicable. *Student | *Faculty Management | |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree | rticulation when applicable. *Student Review | *Faculty Management | |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree G Satisfactory | rticulation when applicable. *Student | *Faculty Management | |
| | rticulation when applicable. *Student Review | *Faculty Management | |
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| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree G Satisfactory | rticulation when applicable. *Student Review | *Faculty Management | |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree □ Satisfactory Comments 7. Maintained acc | rticulation when applicable. *Student Review | *Faculty Management Review | |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree □ Satisfactory Comments 7. Maintained acc | rticulation when applicable. *Student Review | *Faculty Management Review | Overall Perfor mance mance |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments 7. Maintained acc | rticulation when applicable. *Student Review | *Faculty Management Review | Overall Perfor mance mance educational plan (IE Overall |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments 7. Maintained acc | rticulation when applicable. *Student Review | *Faculty Management Review | Overall Perfor mance mance |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree □ Satisfactory Comments 7. Maintained acc | rticulation when applicable. | *Faculty Management Review | Overall Perfor mance mance educational plan (IE Overall |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree Gaments 7. Maintained acce according to pu | rticulation when applicable. | *Faculty Management Review | Overall Perfor- mance mance educational plan (IE Overall Perfor- |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree □ Satisfactory Comments 7. Maintained acc | rticulation when applicable. | *Faculty Management Review | Overall Perfor- mance mance educational plan (IE Overall Perfor- |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree ⊡-Satisfactory Comments 7. Maintained acce according to pu | rticulation when applicable. | *Faculty Management Review | Overall Perfor- mance mance educational plan (IE Overall Perfor- |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree ← Satisfactory Comments 7. Maintained acce according to pu Strongly agree Agree | rticulation when applicable. | *Faculty Management Review | Overall Perfor- mance mance educational plan (IE Overall Perfor- |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree ←-Satisfactory Comments 7. Maintained acci according to pu Strongly agree Agree Disagree | rticulation when applicable. | *Faculty Management Review | Overall Perfor- mance mance educational plan (IE Overall Perfor- |
| 6. Provided studer programs and a Strongly agree Agree Disagree Strongly disagree ⊖ Satisfactory Comments 7. Maintained acce according to pu Strongly agree Agree | rticulation when applicable. | *Faculty Management Review | Overall Perfor- mance mance educational plan (IE Overall Perfor- |

B. Recognized the rights of students.

Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation in counseling methods and techniques. Overall *Faculty Perfor-Student Management Review Review mance Strongly agree Agree Disagree Strongly disagree Comments Recognized the right of students to have points of view different from the counselor's. 2 *Faculty **Overall** Management *Student Perfor-Review Review mance Strongly agree Agree Disagree Strongly disagree Comments Was responsive to the needs and special circumstances of individual students. 3. Faculty Overall Student Management Perfor-Review Review m<u>ance</u> Strongly agree Agree **Disagree** Strongly disagree - Satisfactory Comments Treated students fairly and politely. Faculty-Overall Student Management Perfor-Review Review m<u>ance</u> Strongly agree Agree _ _ _____ _ Disagree ____ _ _____ ____ Strongly disagree - Satisfactory Comments

WORKPLACE OBSERVATION PROCEDURE FOR LIBRARIANS

- 1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- 2. Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- 3. In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as written documentation developed by librarians in the course of their work.
- 4. The evaluator/observer shall observe librarians working with clients for at least one hour. When the librarian's primary responsibility does not involve working directly with students (for example, cataloging, acquisitions), said librarian will be observed, interviewed, and evaluated based on the assigned primary responsibilities. A similar workplace observation form will be developed.
- 5. The documentation used for workplace observation shall include narrative comments. (See the **Workplace Observation Form for Librarians**).
- 6. Within two weeks of the observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the visitation.

STUDENT EVALUATION PROCEDURE FOR LIBRARIANS

- 1. Student evaluation forms shall be administered, completed, and returned by each student at the end of each reference session or interview or library orientation session conducted by the librarian between the start of the fifth week and the end of the eighth week of the semester. The student will receive the form from the librarian. The student shall submit the form in a sealed envelope to the circulation desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) eighty (80) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will deliver the forms to the appropriate manager.
- 2. In the case where a librarian is evaluated in a classroom setting, including a library workshop, during the same semester that he or she is evaluated during reference sessions, student evaluations will be administered during the workshop or class. In this case, the disbursement and collection of student evaluations during reference sessions or interview or library orientation sessions shall cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part-time and faculty emeritus employees.
- 3. The dean shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each reference session/interview in which student evaluations are administered. Written comments shall be transcribed for all probationary faculty. Student comments for regular, part-time, and faculty emeritus employees shall be transcribed upon request of the faculty member or members of the evaluation committee. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- **4.** Originals of the student evaluations shall be placed in a sealed envelope and placed in a locked file in the office of the dean of instruction/student services/area dean.
 - (a) 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.
 - (b) In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
 - (c) In the case of a part-time faculty member or faculty emeritus employee, the evaluations will be stored until the next evaluation cycle.
- 4. The form used for student evaluations shall be **the Student Evaluation Form for Librarians.** Library Workshops shall be evaluated using the Student Evaluation Form for Library Workshops.

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PROBATIONARY LIBRARIANS

The TRC is to complete this form during its post-evaluation conference. It will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluate is evaluated against only the criteria set forth in this document.

To complete the form, (1) transpose the categories used on the evaluation forms so that <u>SA</u> is equated with "Exceeds standards of performance," <u>A</u> equals "Meets standards of performance," <u>D</u> equals "Below standards of performance," and <u>SD</u> equals "Unacceptable;" (2) use workplace observation forms to reach agreement among committee members as to the level of performance for the observable criteria (to be recorded under Tenure/Peer Review); and (3) determine the overall level of performance for each of the criteria, giving somewhat more weight to Tenure/Peer Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

The data source(s) (student review, tenure/peer review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student review, tenure/peer review or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

Exceeds standards of performance:

Consistently high ratings in almost all areas on student, peer, self, or
 management evaluation where appropriate.

Meets standards of performance:

Average to high ratings in most areas on student, peer, self, or management evaluation where appropriate.

Below standards of performance:

Low to average ratings in most areas on student, peer, self, or
 management evaluation where appropriate.

Unacceptable standards of performance:

Low ratings in most areas on either student, peer, self, or management
 evaluation where appropriate.

Name of Faculty Member _____

Evaluation Period

Committee Chair

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PROBATIONARY LIBRARIANS Page 2

A. Demonstrated competence in performing library duties and other responsibilities.

1. Displayed expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.

| | | *Tenure/ | | |
|--|------------------------------|----------------------------------|---------------------------|----------------------------|
| | Student | Peer | Self | Perfor- |
| | Review_ | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Veets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| Adhered to the agreed upon wee | kly schedule tha | t meets the require | ements of th | is contrac |
| | | Tenure/ | | |
| | Student | Peer | *Self | Perfor |
| | <u>Review</u> | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Veets standards of performance | | | | |
| Below standards of performance | | | | |
| Jnacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| Provided consultation on library re | ecources with fa | <u>culty_students_sta</u> | off manager | e and othe |
| Provided consultation on library re requesting library services. | esources with fa | culty, students, sta | iff, manager | |
| 3. Provided consultation on library representation on library repre | | culty, students, sta *Tenure/ | iff, manager | |
| Provided consultation on library representation on library representatio on library representation on library representation on library | esources with fa *Student | | uff, manager | |
| Provided consultation on library requesting library services. | | *Tenure/ | - | |
| requesting library services. | *Student | *Tenure/ Peer | Self | Overall Perfor |
| requesting library services. Exceeds standards of performance Meets standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| requesting library services. Exceeds standards of performance Meets standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| requesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| requesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Provided consultation on library requesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments Treated colleagues fairly and poli other college staff. | *Student | *Tenure/ Peer Review | Self <u>Eval</u> . | Overall Perfor mance |
| requesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance mance |
| requesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self <u>Eval</u> . | Overall Perfor mance |
| requesting library services. Exceeds standards of performance Aeets standards of performance Below standards of performance Jnacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance mance |
| Frequesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments I. Treated colleagues fairly and poli other college staff. | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor- mance |
| Frequesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor- mance |
| Frequesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Jnacceptable standards of performance Comments Treated colleagues fairly and poli other college staff. Exceeds standards of performance | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor- mance |
| Frequesting library services. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments Treated colleagues fairly and poli other college staff. | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor- mance |

B. Recognized the rights of students.

| | | *Tenure/ | | -Overall |
|--|-------------------------------|-----------------------|-----------------------|------------------|
| | Student | Peer | Self | Perfor- |
| | Review | Review | Eval. | mance |
| | | | | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| 2. Recognized the right of students | to have points of | f view different from | n the libraria | an's. |
| | | *Tenure/ | | Overall |
| | Student | Peer | Self | Perfor |
| | Review | Review | <u>Eval</u> . | |
| | | I CONEW | | -m <u>ance</u> |
| Exceeds standards of performance | | | | |
| Areets standards of performance | | | | |
| Below standards of performance | | | | |
| Below standards of performance Unacceptable standards of performance | | | | |
| онассертале этаниатия от репоннансе | | | | - |
| Comments | ly. | | | |
| Comments | | *Tenure/ | | Overall |
| | bly. *Student | *Tenure/ Peer | Self | |
| | - | | Self Eval. | |
| 3. Treated students fairly and polite | *Student | Peer | | Perfor |
| 3. Treated students fairly and polite | *Student | Peer | | Perfor |
| 3. Treated students fairly and polite Become the standards of performance Meets standards of performance | *Student | Peer | | Perfor |
| 3. Treated students fairly and polite Beceeds standards of performance Meets standards of performance Below standards of performance | *Student | Peer | | Perfor |
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| 3. Treated students fairly and polite Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | Peer | | Perfor |
| | *Student | Peer | | Perfor |
| 3. Treated students fairly and polite Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student <u>Review</u> | Peer Review | <u>Eval</u> . | Perfor- mance |
| 3. Treated students fairly and polite Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student <u>Review</u> | Peer Review | <u>Eval</u> . | Perfor- mance |
| 3. Treated students fairly and polite Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student <u>Review</u> | Peer Review | <u>Eval</u> . | Perfor- mance |
| 3. Treated students fairly and polite Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student <u>Review</u> | Peer Review | <u>Eval</u> . | Perfor- mance |
| Treated students fairly and polite Treated students fairly and polite Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. Was attentive to student questio | *Student Review | Peer Review | Eval. | Perfor- mance |
| Treated students fairly and polite Treated students fairly and polite Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | Peer Review | Eval. | Perfor- mance |
| Treated students fairly and polite Treated students fairly and polite Exceeds standards of performance Meets standards of performance Unacceptable standards of performance Comments Was attentive to student questio Exceeds standards of performance | *Student Review | Peer Review | Eval. | Perfor- mance |
| Treated students fairly and polite Treated students fairly and polite Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | Peer Review | Eval. | Perfor- mance |

C. Participated in non-library professional responsibilities.

| | | | Tenure/ | | -Overall |
|--|---|---|--|--|--|
| | | Student | Peer | *Self | Perfor- |
| | | Review | Review | Eval. | mance |
| | | | | | |
| | ceeds standards of performance | | | | |
| -Me | ets standards of performance | | | | |
| Bel | ow standards of performance | | | | |
| Una | acceptable standards of performance | | | | |
| Col | mments | | | | |
| _ | | | | | |
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| • | | ,, | | | - |
| -2. | Served on departmental/subarea | division/area, co | Dillege, or district c | ommittee(s). | I his acti |
| | required in the third and fourth ye | ars only and per | milled in the seco | na year. | |
| | | | Tanural | | Overall |
| | | Chudont | Tenure/ | *0-14 | Overall |
| | | Student | Peer Peer | *Self | Perfor |
| | | <u>Review</u> | Review | <u>Eval</u> . | m <u>ance</u> |
| Ev. | and standards of parformance | | | | |
| | ceeds standards of performance | · | | | |
| | ets standards of performance | | | | |
| | | | | | |
| Bel | ow standards of performance | | | | |
| Bel Uni | acceptable standards of performance | | | | |
| Bel Uni Col El El | | | second year and | thereafter. | Fhese may |
| Bel Uni Col El El | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an | rmance: independ students and patr I maintaining profe d/or curricula, and | lent researcl ons of the lit | h, learning prary, adva tacts, and |
| Bel Uni Col El El | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar | rmance: independ students and patr I maintaining profe d/or curricula, and | lent researcl ons of the lit | h, learning prary, adva tacts, and |
| Bel Uni Col El El | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar committees; ledge and skills with new inform | rmance: independ students and patr I maintaining profe d/or curricula, and activities; in subject matter a action systems and | dent researc ons of the lik assional cont applying pr appropriate to | h, learning prary, advi tacts, and ofessional ofessional ofessional ofessional |
| Bel Un: Coi — Par the —1. —2. | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar committees; committees; ledge and skills with new inform ional disciplines | rmance: independ students and patr I maintaining profe d/or curricula, and activities; in subject matter a nation systems and Tenure/ | dent researc ons of the lik essional cont applying pr appropriate to d new techno | h, learning prary, adva lacts, and ofessional ofessional ofessional ofessional ofessional |
| Bel Un: Co - Par the 1. | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar committees; ledge and skills with new inform ional disciplines Student | rmance: independ students and patr I maintaining profe d/or curricula, and activities; in subject matter a tation systems and Tenure/ Peer | dent researcl cons of the lik essional cont appropriate to d new techno *Self | h, learning prary, adva acts, and ofessional professio professio professio professio professio professio professio professio professio professio |
| Bel Un: Cor — Par the — 1. | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar committees; committees; ledge and skills with new inform ional disciplines | rmance: independ students and patr I maintaining profe d/or curricula, and activities; in subject matter a nation systems and Tenure/ | dent researc ons of the lik essional cont applying pr appropriate to d new techno | h, learning prary, advi lacts, and ofessional ofessional ofessional ofessional ofessional |
| | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar committees; ledge and skills with new inform ional disciplines Student | rmance: independ students and patr I maintaining profe d/or curricula, and activities; in subject matter a tation systems and Tenure/ Peer | dent researcl cons of the lik essional cont appropriate to d new techno *Self | h, learning prary, advi acts, and ofessional professio professio professional profe |
| | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar committees; ledge and skills with new inform ional disciplines Student | rmance: independ students and patr I maintaining profe d/or curricula, and activities; in subject matter a tation systems and Tenure/ Peer | dent researcl cons of the lik essional cont appropriate to d new techno *Self | h, learning prary, advi acts, and ofessional professio professio professional profe |
| | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar committees; ledge and skills with new inform ional disciplines Student | rmance: independ students and patr I maintaining profe d/or curricula, and activities; in subject matter a tation systems and Tenure/ Peer | dent researcl cons of the lik essional cont appropriate to d new techno *Self | h, learning prary, advi acts, and ofessiona professi plogies, ar Overall Perfor- |
| | acceptable standards of performance mments | ofessional perfo fectively serving ine, creating and new courses an unity and similar committees; ledge and skills with new inform ional disciplines Student | rmance: independ students and patr I maintaining profe d/or curricula, and activities; in subject matter a tation systems and Tenure/ Peer | dent researcl cons of the lik essional cont appropriate to d new techno *Self | h, learning prary, advi acts, and ofessional professio professional professional of professional professional professional professional professional |
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SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR REGULAR LIBRARIANS

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to determine the level of performance for the observable criteria and record the level of performance under faculty review after reaching agreement; and (2) determine the overall level of performance for each of the criteria giving somewhat more weight to faculty review than to student review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives a strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student review, faculty review, or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

| Name of Eaculty Member | |
|------------------------|--|
| Name of Faculty Member | |

Evaluation Period

Committee Chair

SUMMARY CHECKLIST FOR REGULAR LIBRARIANS Page 2

A. Demonstrated competence in performing library duties and other responsibilities.

1. Displayed expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.

| | Otivalant | * F = = + . | 0 - 16 | Overall |
|---|--------------------|----------------------|---------------|-------------|
| | Student | *Faculty | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| | | | | |
| | improvement | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| 2. Adhered to the agreed upon we | ekly schedule that | t meets the require | ements of th | is contract |
| | | | | Overall |
| | Otivalant | | *O - 11 | Overall |
| | Student | Faculty | *Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| | | | | |
| Strongly agree | | | | |
| Agree | | · | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| Batisfactory Batisfactory | improvement | | | |
| Comments | - | | | |
| | | | | |
| | | | | |
| | | | | |
| 3. Provided consultation on library | resources with fa- | culty, students, sta | aff, manage | rs and othe |
| requesting library services. | | | | 0 " |
| | *01 1 1 | | 0.14 | Overall |
| | *Student | *Faculty | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| Strongly agree | | | | |
| Agree | | | | |
| | | | | |
| | | | | |
| Disagree Strongly disagree | | | | |
| Strongly disagree | | | | |
| Disagree Strongly disagree ⊟-Satisfactory ⊟-Needs Comments | improvement | | | |

| Review Review Eval mance gree | | | | | -Overall |
|---|--|--|-----------------------|----------------|-------------------|
| itrongly agree igree isagree itrongly disagree itrongly agree itrongly agree itrongly agree itrongly agree itrongly agree itrongly agree itrongly disagree itrongly agree itrongly disagree itrongly disagree itrongly disagree itrongly agree itrongly disagree itrongly agree itrongly disagree itrongly agree itrongly agree itrongly disagree itrongly agree itrongly disagree itrongly disagree itrongly disagree itrongly disagree itrongly disagree itrongly disagree itrongly disagree | | *Student | *Faculty | Self | Perfor- |
| Isgree | | Review | Review | <u>Eval</u> . | <u>mance</u> |
| Disagree | Strongly agree | | | | |
| Strongly disagree | Agree | | | | |
| Satisfactory | Disagree | | | | |
| Comments | Strongly disagree | | | | |
| Recognized the rights of students. | Satisfactory | — → Needs improvement | | | |
| Did not discriminate based on age, gender, disability, nationality, race, religion, or sexua orientation. Overal Student *Faculty Self Perfor Review Review Eval. Review Review Eval. mance Strongly agree | Comments | | | | |
| Did not discriminate based on age, gender, disability, nationality, race, religion, or sexua orientation. Overal Student *Faculty Self Perfor Review Review Eval. Review Review Eval. mance Strongly agree | | | | | |
| Did not discriminate based on age, gender, disability, nationality, race, religion, or sexua orientation. Overal Student *Faculty Self Perfor Review Review Eval. Review Review Eval. mance Strongly agree | Decompised the visible of o | u de ste | | | |
| orientation. | Recognized the rights of si | udents. | | | |
| orientation. | 1 Did not dia animaina | to beend on one condex diach | ilite entire alite en | aa malinian | |
| Student *Faculty Self Perfor Review Review Eval. mance Strongly agree | | ate based on age, gender, disab | hity, nationality, ra | ce, religion, | or sexual |
| Student *Faculty Self Performance Review Review Eval. mance Strongly agree | onemation. | | | | Overall |
| Review Review Eval. mance Strongly agree | | Student | *Ecoulty | Solf | |
| Strongly agree | | | | | |
| Agree | | <u>Keview</u> | Review | <u>Evai</u> . | mance |
| Disagree | Strongly agree | | | | |
| Strongly disagree | | | | | |
| | Agree | | | | |
| Comments | Agree Disagree | | | | |
| | Agree Disagree Strongly disagree | | | | |
| Student Faculty Self Perfor Review Review Eval. mance Strongly agree | Agree Disagree Strongly disagree | | | | |
| Student Faculty Self Perfor Review Review Eval. mance Strongly agree | Agree Disagree Strongly disagree ⊟ Satisfactory | | | | |
| Student Faculty Self Perfor Review Review Eval. mance Strongly agree | Agree Disagree Strongly disagree ⊟ Satisfactory | | | | |
| Student Faculty Self Perfor Review Review Eval. mance Strongly agree | Agree Disagree Strongly disagree ⊟-Satisfactory | | | | |
| Student Faculty Self Perfor Review Review Eval. mance Strongly agree | Agree Disagree Strongly disagree ⊟ Satisfactory | | | | |
| *Student Faculty Self Perfor Review Review Eval. mance Strongly agree | Agree Disagree Strongly disagree ⊟-Satisfactory Comments | | | The libraria | |
| Review Review Eval. mance Strongly agree Insagree Strongly disagree | Agree Disagree Strongly disagree ⊟-Satisfactory Comments | | f view different from | m the libraria | |
| Strongly agree | Agree Disagree Strongly disagree ⊟-Satisfactory Comments | | view different from | m the libraria | |
| Strongly agree | Agree Disagree Strongly disagree ⊟-Satisfactory Comments | ght of students to have points of | | | |
| Agree | Agree Disagree Strongly disagree ⊟-Satisfactory Comments | ght of students to have points of student | | Self | |
| Agree | Agree Disagree Strongly disagree ⊟-Satisfactory Comments | ght of students to have points of student | | Self | Overall Perfor |
| Disagree | Agree Disagree Strongly disagree ⊟-Satisfactory Comments 2. Recognized the ri | ght of students to have points of student | | Self | Overall Perfor |
| Strongly disagree | Agree Disagree Strongly disagree ⊡-Satisfactory Comments 2. Recognized the ri Strongly agree | ght of students to have points of student | | Self | Overall Perfor |
| | Agree Disagree Strongly disagree Gomments 2. Recognized the ri Strongly agree Agree | ght of students to have points of student | | Self | Overall Perfor |
| Nodo improvomont | Agree Disagree Strongly disagree Gomments 2. Recognized the ri Strongly agree Agree Disagree | ght of students to have points of student | | Self | Overall Perfor |
| Somments | Agree Disagree Strongly disagree Gomments 2. Recognized the ri Strongly agree Agree Disagree Strongly disagree | ght of students to have points of *Student Review | | Self | Overall Perfor |

3. Treated students fairly and politely.

| | *Student | *Faculty | Self | Perfor- |
|---|--|--------------------|------------------------|--|
| | | <u>Review</u> | Eval. | <u>Mance</u> |
| | <u></u> | | <u>_vai</u> . | mance |
| Strongly agree | | | | |
| Aaroo | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| | | | | |
| 4. Was attentive t | o student questions and comments | s, and was clear a | nd precise ir | n response |
| | | | | • |
| | | | | - Overall |
| | *Student | *Faculty | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | m <u>ance</u> |
| | | _ | | |
| Strongly agree | | | | |
| \gree | | <u> </u> | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| ∃-Satisfactory | ───────────────────────────────────── | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| Participated in non libra | ry professional responsibilities. | | | |
| | ry professional responsibilities. red management called meetings. | | | Overall |
| | | Faculty | *Self | Overall Perfor |
| | red management called meetings. | Faculty Review | *Self <u>Eval</u> . | |
| 1. Attended requi | red management called meetings. Student | | | Perfor- |
| 1. Attended requi | red management called meetings. Student | | | Perfor- |
| 1. Attended requi | red management called meetings. Student | | | Perfor- |
| I. Attended requi | red management called meetings. Student | | | Perfor- |
| I. Attended requi | red management called meetings. Student <u>Review</u> | | | Perfor- |
| I. Attended requi | red management called meetings. Student | | | Perfor- |
| I. Attended requi | red management called meetings. Student <u>Review</u> | | | Perfor- |
| I. Attended requi | red management called meetings. Student <u>Review</u> | | | Perfor- |
| I. Attended requi | red management called meetings. Student <u>Review</u> | | | Perfor- |
| I. Attended requi | red management called meetings. Student <u>Review</u> | | | Perfor- |
| L. Attended requi | red management called meetings. Student Review | <u>Review</u> | <u>Eval</u> . | |
| L. Attended requi | red management called meetings. Student Review | Review | <u>Eval.</u> | |
| I. Attended requi | red management called meetings. Student Review | Review | <u>Eval.</u> | Perfor- mance |
| I. Attended requi | red management called meetings. Student Review | | Eval. | Perfor- mance |
| L. Attended requi | red management called meetings. Student Review | Review | Eval. | Perfor mance mance |
| L. Attended requi | red management called meetings. Student Review | | Eval. | Perfor- mance |
| I. Attended requi | red management called meetings. Student Review | Review | Eval. | Perfor mance mance |
| I. Attended requi | red management called meetings. Student Review | Review | Eval. | Perfor mance mance |
| I. Attended requi | red management called meetings. Student Review | Review | Eval. | Perfor mance mance |
| I. Attended requi | red management called meetings. Student Review | Review | Eval. | Perfor mance mance |
| Attended requi Attended requi Agree Agree Satisfactory Comments Served on dep required in the Strongly agree Agree Disagree Agree Disagree | red management called meetings. Student Review | Review | Eval. | Perfor mance mance |
| I. Attended requi | red management called meetings. Student Review | Review | Eval. | Perfor mance mance |

- D. Participated in professional growth activities. These may include the following:
 - 1. activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students and patrons of the library, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training, developing new courses and/or curricula, and applying professional knowledge and/or skills to community and similar activities;
- 2. college, district, and/or statewide committees;
- 3. maintaining and expanding knowledge and skills in subject matter appropriate to professional responsibilities by staying current with new information systems and new technologies, and new resources in academic and vocational disciplines.

| | Student <u>Review</u> | Faculty <u>Review</u> | <u>*Self</u> <u>Eval</u> . | Perfor mance |
|-------------------|--------------------------|--------------------------|-------------------------------|-----------------|
| Strongly agree | | | | |
| Agree Disagree | | | | · |
| Strongly disagree | | | | |
| Satisfactory | | | | |
| Comments | | | | |

4. matriculation advising, peer or student mentoring, or peer evaluation.

| | Student | Faculty | *Self Perf |
|--------------------|-------------------|---------|-------------------|
| | Review | Review | <u>Eval</u> . man |
| Strongly agree | | | |
| Agree | | | |
| Disagree | | | |
| Strongly disagree | | | |
| | ······ | | |
| - Satisfactory | Needs improvement | | |
| Comments | | | |

Overall

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PART-TIME AND FACULTY EMERITUS LIBRARIANS

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to determine the level of performance for the observable criteria and record the level of performance under Faculty/Management Review (If there is more than one committee member use workplace observation forms to reach agreement among committee members as to the level of performance.); and (2) determine the overall level of performance for each of the criteria giving somewhat more weight to Faculty/Management Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives a strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty/management review) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student or faculty/management review, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

| Name of Eaculty Member | |
|------------------------|--|
| Name of Faculty Member | |
| | |

Evaluation Period

Committee Chair_____

SUMMARY CHECKLIST FOR PART-TIME AND FACULTY EMERITUS LIBRARIANS Page 2

A. Demonstrated competence in performing library duties and other responsibilities.

1. Displayed expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.

| | | *Faculty | - Overall |
|--|--|------------------------|------------------------|
| | Student | Management | |
| | Review_ | Review | mance |
| | | | |
| Strongly agree | | | |
| Agree | | | |
| Disagree | | | |
| Strongly disagree | | | |
| Satisfactory | | | |
| Comments | · · · · · · · · · · · · · · · · · · · | | |
| | | | |
| | | | |
| | | | |
| 2. Adhered to the | agreed upon weekly schedule that | meets the requirem | ents of this contract. |
| | | | |
| | | *Faculty | - Overall |
| | Student | Management | - Perfor- |
| | Review_ | Review | mance |
| | | | |
| Strongly agree | | | |
| Agree | | | |
| Disagree | | | |
| Strongly disagree | | | |
| | | | |
| Comments | | | |
| | | | |
| | | | |
| | | | |
| 3. Provided consi | ultation on library resources with fac | culty students staff. | managers and othe |
| | | , eta, | inanagere and eare |
| requestina libra | | | |
| requesting libra | ary services. | *Faculty | |
| requesting libra | | *Faculty Management | |
| requesting libra | *Student | Management | Perfor- |
| requesting libra | | | Perfor- |
| | *Student | Management | Perfor- |
| Strongly agree | *Student | Management | Perfor- |
| Strongly agree | *Student | Management | Perfor- |
| Strongly agree Agree Disagree | *Student <u>Review</u> | Management | Perfor- |
| Strongly agree Agree Disagree Strongly disagree | *Student <u>Review</u> | Management | Perfor- |
| Strongly agree Agree Disagree Strongly disagree | *Student <u>Review</u> | Management | Perfor- |

Treated colleagues fairly and politely as fellow professionals and was considerate in dealings with other college staff. *Faculty Overall *Student Management Perfor-Review Review mance Strongly agree Agree Disagree Strongly disagree Comments____ Recognized the rights of students. <u>B.</u> Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation. *Facultv **Overall** Student Management Perfor-Review-Review mance Strongly agree Agree Disagree Strongly disagree - - Needs improvement Comments Recognized the right of students to have points of view different from the librarian's. 2. Faculty Overall *Student Management Perfor-Review Review mance Strongly agree Agree Disagree Strongly disagree - Satisfactory Comments - Treated students fairly and politely. 3 *Faculty Overall *Student Management Perfor-Review Review mance Strongly agree Agree _ _____ _ Disagree _____ ____ _____ Strongly disagree - Satisfactory Comments

Was attentive to student questions and comments, and was clear and precise in response.

| | * Student Review | *Faculty — Management — <u>Review</u> | — Overall — Perfor- — <u>mance</u> |
|-------------------|---|---|--|
| Strongly agree | | | |
| Agree | | | |
| Disagree | | | |
| Strongly disagree | | | |
| - Satisfactory | —— □ Needs improvement | | |
| Comments | | | |

Δ

WORKPLACE OBSERVATION PROCEDURE FOR LEARNING DISABILITIES SPECIALISTS

- 1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- 2. Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- 3. In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as completed individual education plan.
- 4. The evaluator/observer shall observe learning disabilities specialists working with clients for at least one hour. The observations of the learning disabilities specialists shall take place when the specialist conducts the individual education plan conference and the exit interview.
- 5. The documentation used for workplace observation shall include narrative comments. (See Appendix G-2).
- 6. Within two weeks of the classroom observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the visitation.

STUDENT EVALUATION PROCEDURE FOR LEARNING DISABILITIES SPECIALISTS

- 1. Student evaluation forms shall be administered by a tenured learning disabilities specialist. Students who have completed the intake process or developed/renewed an individualized educational plan (IEP) with the faculty member by the eighth week of school will complete a student evaluation form. The student shall submit the form in a sealed envelope for collection by the chair of the evaluation committee. The chair will deliver the forms to the appropriate dean manager or designee.
- 2. The dean manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all probationary faculty. Student comments for regular, part-time, and faculty emeritus employees shall be transcribed upon request of the faculty member or members of the evaluation committee. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- Originals of the The original student evaluations forms shall be confidentially maintained as follows: placed in a sealed envelope and placed in a locked file in the office of the dean of instruction/student services/area dean.
 - (a) 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.
 - (b) In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
 - (c) In the case of a part-time faculty member or faculty emeritus employee, the evaluations will be stored until the next evaluation cycle.

4. The form used for student evaluations shall be the one shown in Appendix G-4.

APPENDIX G-4 Page 1 of 2

APPENDIX G-4 Page 2 of 2

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PROBATIONARY LEARNING DISABILITIES SPECIALISTS

The TRC is to complete this form during its post-evaluation conference. It will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to reach agreement among committee members as to the level of performance for the observable criteria (to be recorded under Tenure/Peer Review); and (2) determine the overall level of performance for each of the criteria, giving somewhat more weight to Tenure/Peer Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

The data source(s) (student review, tenure/peer review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student review, tenure/peer review or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

Exceeds standards of performance:

| Consistently high ratings in almost all areas on student near self or | |
|---|--|
| oblightering high ratings in almost all areas on student, peer, sen, or | |
| management evaluation where appropriate. | |
| management evaluation more appropriate. | |

Meets standards of performance:

| Average to high ratings in most areas on student, near s | solf or |
|--|--------------------|
| | 501, 01 |
| management evaluation where appropriate. | |

Below standards of performance:

Low to average ratings in most areas on student, peer, self, or
 management evaluation where appropriate.

Unacceptable standards of performance:

Low ratings in most areas on either student, peer, self, or management
 evaluation where appropriate.

Name of Faculty Member

Evaluation Period

Committee Chair

SUMMARY CHECKLIST FORM FOR PROBATIONARY LEARNING DISABILITIES SPECIALISTS Page 2

A. Demonstrated competence in performing routine procedures and other primary responsibilities..

| 1 | Adhered to the weekly schedule that meets the requirements of this contract |
|-----------|--|
| · · · · · | Autorea to the weekly schedule that meets the requirements of this contract. |
| | , |
| | |
| | |

| | Student | Peer | *Self | -Perfor |
|--|--|--|-------------------------------|---|
| | Review | Review | Eval. | mance |
| | | | | mance |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance - | | | | |
| Comments | | | | |
| 2. Displayed expertise in technique | s designed to en | hance learning. | | |
| | | *Tenure/ | | - Overall |
| | Student | Peer | Self | Perfor |
| | Review | Review | Eval. | mance |
| | 1.0000 | | <u>_vai</u> . | manoe |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | - |
| Unacceptable standards of performance | | | | - |
| Comments | | | | - |
| | | | | |
| 3. Diagnosed and provided verificat accordance with state guidelines Exceeds standards of performance Meets standards of performance Below standards of performance | ion of learning d - Student <u>Review</u> | isabilities and dete *Tenure/ Peer Review | •rmined eligi Self Eval | bility for se Overall Perfor mance |
| 3. Diagnosed and provided verificat accordance with state guidelines Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | - Student | *Tenure/ Peer | Self | Overall Perfor |
| 3. Diagnosed and provided verificat accordance with state guidelines Exceeds standards of performance Meets standards of performance | Student | *Tenure/ Peer Review | Self <u>Eval</u> . | Overall Perfor mance |
| 3. Diagnosed and provided verificat accordance with state guidelines Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Student | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance |
| 3. Diagnosed and provided verificat accordance with state guidelines Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Student | *Tenure/ Peer Review | Self <u>Eval</u> . | Overall Perfor mance |
| 3. Diagnosed and provided verificat accordance with state guidelines Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. Met individually with students to academic needs. | Student | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance |
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| Biagnosed and provided verificat accordance with state guidelines Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. Met individually with students to academic needs. | Student | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance |

| Exceeds standards of performance | | *Tenure/ | | Overall |
|---|--------------------|----------------------------|----------------|-------------|
| | Student | Peer | Self | -Perfor- |
| | Review | Review | Eval. | mance |
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| Aeets standards of performance | | | | |
| | | | | |
| Below standards of performance | | | | - |
| Jnacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| . Taught students how to apply lea | rning strategies | particularly suited | to their indiv | uidual need |
| order to determine goals. | ining offatogico | purioularly outed | | |
| č | | *Tenure/ | | Overall |
| | Student | Peer | Self | Perfor |
| | Review | Review | <u>Eval</u> . | mance |
| Excounds standards of performance | | | | |
| Exceeds standards of performance | | | | |
| Aeets standards of performance | | | | - |
| Below standards of performance | | | | |
| Jnacceptable standards of performance Comments | | | | |
| Helped students gain greater index | | | | |
| | *01 1 1 | Tenure/ | 0.11 | Overall |
| | *Student | Peer Peer | <u> </u> | Perfor |
| | <u>Review</u> | Review | <u>EVal</u> . | |
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| Aeets standards of performance Below standards of performance Inacceptable standards of performance Comments | aculty to equalize | | s of acader | nic succes |
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| Aleets standards of performance Below standards of performance Inacceptable standards of performance Comments BProvided in-servicing training to f Exceeds standards of performance Aleets standards of performance | Student | Tenure/ Peer | *Self | nic succes |
| Aleets standards of performance Below standards of performance Inacceptable standards of performance Comments BProvided in-servicing training to f | Student | Tenure/ Peer | *Self | nic succes |

Worked effectively with professionals in state and local agencies.

9.

| | | Tenure/ | | Overall |
|---|--------------------|--------------------------------|---------------------------|--|
| | Student | Peer | *Self | Perfor- |
| | Review_ | Review | <u>Eval</u> . | mance |
| Eveneda etandarda of norfermanae | | | | |
| Exceeds standards of performance | | | | |
| Veets standards of performance | | | | |
| Below standards of performance | . <u></u> | · | | |
| Jnacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| Recognized the rights of students. | | | | |
| ceognized the rights of students. | | | | |
| Displayed skill in establishing rap | port with a diver | se population of st | udents. | |
| | | *Tenure/ | | |
| | Student | Peer | Self | Perfor |
| | Review | Review | <u> </u> | mance |
| | <u></u> | | <u>a</u> . | |
| Exceeds standards of performance | | | | |
| Veets standards of performance | | | | |
| Below standards of performance | | | | |
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| | | | | |
| Unacceptable standards of performance Comments | | tances of individu | al students. | |
| Jnacceptable standards of performance | special circums | | al students. | |
| Unacceptable standards of performance Comments | | *Tenure/ | | Overall |
| Unacceptable standards of performance Comments | *Student | *Tenure/ Peer | Self | |
| Unacceptable standards of performance Comments | | *Tenure/ | | |
| Unacceptable standards of performance Comments | *Student | *Tenure/ Peer | Self | -Perfor- |
| Jnacceptable standards of performance Comments 2. Was responsive to the needs and Exceeds standards of performance | *Student | *Tenure/ Peer | Self | -Perfor- |
| Jnacceptable standards of performance Comments 2. Was responsive to the needs and Exceeds standards of performance Meets standards of performance | *Student | *Tenure/ Peer | Self | -Perfor- |
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| Jnacceptable standards of performance Comments Exceeds standards of performance Meets standards of performance Selow standards of performance Jnacceptable standards of performance Comments < | | *Tenure/ Peer Review | Self Eval. | Perfor- mance |
| Jnacceptable standards of performance Comments | | *Tenure/ Peer Review | Self Eval. | Perfor- mance |
| Jnacceptable standards of performance Comments Comments Seconds Seconds </td <td></td> <td>*Tenure/ Peer Review </td> <td>Self Eval. </td> <td>Perfor- mance</td> | | *Tenure/ Peer Review | Self Eval. | Perfor- mance |
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4. Communicated diagnostic information to students in a manner which helped them maximize their strengths.

| | | *Tenure/ | | Overall |
|--|-----------------------------|--|--------------------------|-----------------------------------|
| | *Student | Peer | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Access standards of performance | | | | |
| Below standards of performance | | | | |
| | | | | |
| Unacceptable standards of performance – Comments | | | | |
| | | | | |
| 5. Did not discriminate based on ag orientation. | e, gender, disab | lity, nationality, ra | ce, religion, | or sexual |
| | | *Tenure/ | | Overall |
| | *Student | Peer | Self | Perfor- |
| | Review | Review | Eval. | mance |
| | <u></u> | <u></u> | <u></u> . | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| Treated students fairly and polite | ly. | | | |
| Treated students fairly and polite | - | *Tenure/ | Salf | - Overall |
| Treated students fairly and polite | *Student | Peer | Self | Perfor- |
| 6. Treated students fairly and polite | - | | <u>Self</u> | |
| | *Student | Peer | | Perfor- |
| Exceeds standards of performance | *Student | Peer | | Perfor- |
| Exceeds standards of performance Meets standards of performance | *Student | Peer | | Perfor- |
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| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | Peer Review ———— ———— ———— ———— and was clear ar *Tenure/ Peer | Eval. | Perfor- mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | Peer Review | Eval. | Perfor- mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 7. Was attentive to student question | *Student Review | Peer Review ———— ———— ———— ———— and was clear ar *Tenure/ Peer | Eval. | Perfor- mance |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | Peer Review ———— ———— ———— ———— and was clear ar *Tenure/ Peer | Eval. | Perfor- mance |
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| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | Peer Review ———— ———— ———— ———— and was clear ar *Tenure/ Peer | Eval. | Perfor- mance |

C. Participated in non-classroom professional responsibilities.

| Review Review Eval. mane Exceeds standards of performance | Review Eval mance Exceede standards of performance | | | | Tenure/ | | -Overall |
|--|--|---|--|---|---|--|---|
| Exceeds standards of performance | Exceeds standards of performance | | | Student | Peer | *Self | Perfor- |
| Meets standards of performance | Meets standards of performance | | | Review | Review | <u>Eval</u> . | mance |
| Meets standards of performance | Meets standards of performance | - Exce | eds standards of performance | | | | |
| Below standards of performance | Below standards of performance | | | | | | |
| Unacceptable standards of performance | Unacceptable standards of performance | | | | | | - |
| Comments | Comments | | | | | | |
| required in the third and fourth years only and permitted in the second year. Tenure/ Overa Student Peer *Self Perfo Review Review Eval. mano Exceeds standards of performance Meets standards of performance | required in the third and fourth years only and permitted in the second year. Tenure/ Overall Student Peer *Self Perfor Review Review Eval. mance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments Comments Participated in professional growth activities beginning the second year and thereafter. These mathefollowing: 1. activities designed to enhance professional performance: independent research, learnin developing strategies for more effectively serving students, advanced course work relate discipline, creating and maintaining professional contacts, and occupational training; 2. college, district, and/or statewide committees; 3. conferences and workshops, internships, classroom research, community involvement reprofessional area. Tenure/ Overall Student Geer Self Community involvement research, co | | • • | | | | |
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| Review Review Eval. mane Exceeds standards of performance | Review Review Eval. mance Exceeds standards of performance | | | Student | | *Self | Perfor |
| Exceeds standards of performance | Exceeds standards of performance | | | | | | |
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| Meets standards of performance | Meets standards of performance | Fxce | eds standards of performance | | | | |
| Below standards of performance | Below standards of performance | | | | | | |
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| Comments | Comments | Rolow | v standards of performance | | | | |
| Participated in professional growth activities beginning the second year and thereafter. These methe following: 1. activities designed to enhance professional performance: independent research, learnideveloping strategies for more effectively serving students, advanced course work related discipline, creating and maintaining professional contacts, and occupational training; 2. college, district, and/or statewide committees; 3. conferences and workshops, internships, classroom research, community involvement professional area. Tenure/ Overa Student Peer | Participated in professional growth activities beginning the second year and thereafter. These mathe following: | | | | | | |
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| 3. conferences and workshops, internships, classroom research, community involvement professional area. Tenure/ Overa Student Peer *Self Perfo | Conferences and workshops, internships, classroom research, community involvement reprofessional area. Tenure/ Overall Student Peer *Self Perfor- <u>Review</u> <u>Review</u> <u>Eval</u> . <u>mance</u> Exceeds standards of performance | Unac Comi | ceptable standards of performance ments | | | | |
| professional area. Tenure/ Overa Student Peer *Self Perfo | professional area. Tenure/ Overall Student Peer *Self Perfor- Review Review Eval. mance Exceeds standards of performance | Unac Comi | ceptable standards of performance ments | ofessional perfor | rmance: independ students, advance | lent researcl | n, learning ork related |
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| | Review Review Eval. mance Exceeds standards of performance | Unac Comi Partic the fc 1. | ceptable standards of performance ments | ofessional perfo fectively serving ag professional o committees; | rmance: independ students, advance contacts, and occu om research, comi | lent researcl ed course wo ipational trai | n, learning ork related ning; |
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| BEIUW Standards Of PEHOMINANCE | - Onacceptable standards of performance | Unac Comi Partic the fc 1. -2. -3. | ceptable standards of performance ments | ofessional perfor fectively serving og professional o committees; mships, classroo Student | rmance: independ students, advance contacts, and occu om research, comi Tenure/ Peer | lent research ed course we pational trai munity involv *Self | n, learning ork related ning; vement re — Overall — Perfor- |
| | Comments | Unac Comi Partic the fc 1. -2. -3. | ceptable standards of performance ments | ofessional perfor fectively serving og professional o committees; mships, classroo Student | rmance: independ students, advance contacts, and occu om research, comi Tenure/ Peer | lent research ed course we pational trai munity involv *Self | n, learning ork related ning; vement re — Overall — Perfor- |
| | | Unac Comi Partic the fc 1. 2. 3. Exce Meet Below | ceptable standards of performance ments | ofessional perfor fectively serving og professional o committees; mships, classroo Student | rmance: independ students, advance contacts, and occu om research, comi Tenure/ Peer | lent research ed course we pational trai munity involv *Self | n, learnin ork relate ning; vement re – Overal – Perfor- |

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR REGULAR LEARNING DISABILITIES SPECIALISTS

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to determine the level of performance for the observable criteria and record the level of performance under faculty review after reaching agreement; and (2) determine the overall level of performance for each of the criteria giving somewhat more weight to faculty review than to student review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives a strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student or faculty review, or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

Name of Faculty Member

Evaluation Period

Committee Chair_____

SUMMARY CHECKLIST FOR REGULAR LEARNING DISABILITIES SPECIALISTS Page 2

A. Demonstrated competence in performing routine procedures and other primary responsibilities.

1. Adhered to the weekly schedule that meets the requirements of this contract.

| | | | | -Overall |
|--|--|----------------------|---------------|---------------|
| | Student | Faculty | *Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| _ | | | | |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | <u> </u> | |
| Satisfactory | ————————————————————————————————————— | | | |
| Comments | - | | | |
| | | | | |
| | | | | |
| | | | | |
| Displayed expert | tise in techniques designed to en | hance learning. | | |
| | | | | Overall |
| | Student | *Faculty | Self | Perfor |
| | | | | |
| | Review | Review_ | <u>Eval</u> . | mance |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| | | | | |
| Satisfactory | Needs improvement | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| 3. Diagnosed and r | provided verification of learning d | isabilitios and data | rminod oligi | ibility for a |
| accordance with | state guidelines. | | | binty for 5 |
| | state guidennes. | | | Overall |
| | Student | *Faculty | Self | Perfor |
| | | Review | Eval. | mance |
| | | | | |
| | Review | <u>iterieu</u> | <u></u> . | <u></u> |
| Strongly agree | <u>Review</u> | <u>I to viow</u> | <u></u> . | |
| Strongly agree | <u>Keview</u> | <u></u> | | |
| Agree | <u>+++++++++++++++++++++++++++++++++++++</u> | | | |
| Agree Disagree | <u></u> | | | |
| Agree Disagree Strongly disagree | | | | |
| Agree Disagree | | | | |

| | | | | Overall |
|--|---|---------------------------|---|----------------------|
| | Student | *Faculty | Self | Perfor- |
| | <u>Review</u> | <u>Review</u> | <u>Eval</u> . | Mance |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| Satisfactory | | | | |
| Comments | | | | |
| | | | | |
| 5. Developed a pr | escriptive individual education plai | n for each student | detailing ap | propriate e |
| services. | p | | 5-1 | |
| | 04 | * F = c · · ! + · | 0 - 14 | Overall |
| | Student | *Faculty | | Perfor |
| | Review | Review_ | <u>Eval</u> . | mance |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| Satisfactory | | | | |
| | | | | |
| Comments | s how to apply learning strategies | particularly suited | to their indiv | vidual need |
| Comments | | particularly suited | to their indiv | |
| Comments | ine goals. | | | - Overall |
| Comments | | particularly suited | to their indiv Self <u>Eval</u> . | |
| Comments | ine goals. Student | *Faculty | Self | Overall Perfor |
| Comments | ine goals. Student | *Faculty | Self | Overall Perfor |
| Comments | ine goals. Student | *Faculty | Self | Overall Perfor |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree | ine goals. Student | *Faculty | Self | Overall Perfor |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree | Student Review | *Faculty | Self | Overall Perfor |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree | ine goals. Student | *Faculty | Self | Overall Perfor |
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| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree ⊖-Satisfactory Comments | ine goals. Student Review | *Faculty <u>Review</u> | <u>Self</u> <u>Eval</u> . | Overall Perfor |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments | Student Review | *Faculty <u>Review</u> | <u>Self</u> <u>Eval</u> . | Overall Perfor mance |
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| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments | s gain greater independence in an | *Faculty <u>Review</u> | Self <u>Eval</u> | Overall Perfor mance |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree □-Satisfactory Comments 7. Helped student | ine goals. Student Review B Needs improvement s gain greater independence in an *Student | | Self | Overall Perfor mance |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree □-Satisfactory Comments 7. Helped student Strongly agree | ine goals. Student Review B Needs improvement s gain greater independence in an *Student | | Self | Overall Perfor mance |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree □-Satisfactory Comments 7. Helped student Strongly agree Agree Disagree | ine goals. Student Review | | Self | Overall Perfor mance |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree G-Satisfactory Comments 7. Helped student Strongly agree Agree | ine goals. Student Review | | Self | Overall Perfor mance |
| Comments 6. Taught student order to determ Strongly agree Agree Disagree Strongly disagree □-Satisfactory Comments 7. Helped student Strongly agree Agree Disagree Strongly agree Strongly agree Strongly agree Strongly disagree Strongly disagree | ine goals. Student Review | | Self | Overall Perfor mance |

Provided in-service training to faculty to equalize students' chances of academic success.

8.

| | Student | Faculty | *Self | Overall Perfor |
|--|---|---------------------------|---------------|--------------------|
| | Review | Review | Eval. | mance |
| | | | | manoe |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| | | | | |
| ∃ Satisfactory | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| 9. Worked effecti | vely with professionals in state and | local agencies. | | |
| | Student | Faculty | *Self | Perfor- |
| | Review | <u>Review</u> | Eval. | mance |
| | <u></u> | <u></u> | <u></u> . | |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| | | | | |
| | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| | | se population of st | udents- | |
| | in establishing rapport with a diver | | | - Overall |
| | in establishing rapport with a divers | *Faculty | Self | Perfor- |
| | in establishing rapport with a diver | | | |
| | in establishing rapport with a divers | *Faculty | Self | Perfor- |
| 1. Displayed skill | in establishing rapport with a divers | *Faculty | Self | Perfor- |
| 1. Displayed skill Strongly agree | in establishing rapport with a divers | *Faculty | Self | Perfor- |
| Displayed skill Strongly agree | in establishing rapport with a divers | *Faculty | Self | Perfor- |
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| E. Displayed skill Strongly agree Agree Disagree Strongly disagree | in establishing rapport with a divers Student <u>Review</u> | *Faculty | Self | Perfor- |
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| 1. Displayed skill Strongly agree Agree Disagree Strongly disagree ∃ Satisfactory | in establishing rapport with a divers Student <u>Review</u> | *Faculty | Self | Perfor- |
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| Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments | in establishing rapport with a divers Student <u>Review</u> | *Faculty <u>Review</u> | Self Eval. | Perfor- |
| 1. Displayed skill Strongly agree Agree Disagree Strongly disagree ⊒ Satisfactory Comments | in establishing rapport with a divers Student Review | *Faculty Review | Self Eval. | |
| 1. Displayed skill Strongly agree Agree Disagree Strongly disagree ∃ Satisfactory Comments | in establishing rapport with a diverse Student Review Preds improvement re to the needs and special circums *Student | *Faculty Review | Self Eval. | - Perfor- mance |
| I. Displayed skill Strongly agree Agree Disagree Strongly disagree ∃ Satisfactory Comments | in establishing rapport with a divers Student Review | *Faculty Review | Self Eval. | |
| 1. Displayed skill Strongly agree Agree Disagree Strongly disagree Gamments 2. Was responsiv | in establishing rapport with a diverse Student Review Preds improvement re to the needs and special circums *Student | *Faculty Review | Self Eval. | - Perfor- mance |
| 1. Displayed skill Strongly agree Agree Disagree Strongly disagree Gamments 2. Was responsiv | in establishing rapport with a diverse Student Review Preds improvement re to the needs and special circums *Student | *Faculty Review | Self Eval. | - Perfor- mance |
| 1. Displayed skill Strongly agree Agree Disagree Strongly disagree Strongly disagree 2. Was responsiv Strongly agree | in establishing rapport with a diverse Student Review Preds improvement re to the needs and special circums *Student | *Faculty Review | Self Eval. | - Perfor- mance |
| I. Displayed skill Strongly agree Agree Disagree Strongly disagree Strongly disagree 2. Was responsiv Strongly agree Agree | in establishing rapport with a diverse Student Review Preds improvement re to the needs and special circums *Student | *Faculty Review | Self Eval. | - Perfor- mance |
| I. Displayed skill Strongly agree Agree Disagree Strongly disagree Strongly disagree 2. Was responsiv Strongly agree Agree Disagree Disagree Disagree | in establishing rapport with a diverse Student Review Preds improvement re to the needs and special circums *Student | *Faculty Review | Self Eval. | - Perfor- mance |
| E. Displayed skill Strongly agree Agree Disagree Strongly disagree Comments Was responsiv Strongly agree Agree Disagree Strongly disagree Strongly disagree Strongly disagree Strongly disagree Strongly disagree | in establishing rapport with a diverse Student | *Faculty Review | Self Eval. | - Perfor- mance |
| E. Displayed skill Strongly agree \gree Disagree Strongly disagree Strongly disagree Was responsiv Strongly agree \gree | in establishing rapport with a diverse Student Review Preds improvement re to the needs and special circums *Student | *Faculty Review | Self Eval. | - Perfor- mance |

Recognized the right of students to have points of view different from the instructor's. 3. Overall *Student *Faculty Self Perfor-Mance Review Review Eval Strongly agree Agree Disagree Strongly disagree - Satisfactory Comments_ Communicated diagnostic information to students in a manner which helped them maximize their strengths. Overall *Student *Facultv Self Perfor Review Review Eval. Mance Strongly agree Agree Disagree Strongly disagree - Satisfactory - - Needs improvement Comments____ Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual 5 orientation. Overall *Student *Faculty Self Perfor-Review Review Mance Eval. Strongly agree Agree _____ _____ _____ _____ ____ **Disagree** Strongly disagree - Satisfactory Comments_ Treated students fairly and politely. 6. Overall *Student *Faculty Self Perfor-<u>Review</u> Review Eval. Mance Strongly agree Agree _ ____ _ _ ____ _ Disagree _ ____ _ _ _ _ Strongly disagree - Satisfactory Comments

Was attentive to student questions and comments and was clear and precise in response.

7.

| | | | | | Overall |
|---|--|--|------------------------|------------------------|--|
| | | *Student | *Faculty | Self | -Perfor |
| | | Review | Review | Eval. | Mance |
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| St | trongly agree | | | | |
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| 0 | Satisfactory | | | | |
| | omments | • | | | |
| | | | | | |
| _ | | | | | |
| Pa | articipated in non-classre | oom professional responsibilities. | | | |
| 1 | Attended require | d management-called meetings. | | | |
| | | a management ballou mootingo. | | | - Overall |
| | | Student | Faculty | *Self | -Perfor |
| | | Review | Review | Eval. | -mance |
| | | | <u></u> | <u></u> | <u></u> |
| St | trongly agree | | | | |
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| | omments | | | | |
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| | omments | tmental/subarea/division/area, co | llege, or district co | əmmittee(s). | |
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| G. | omments Served on depar trongly agree gree isagree trongly disagree | tmental/subarea/division/area, co Student <u>Review</u> | Faculty | *Self | - Overall - Perfor- |
| G 2: | omments Served on depar trongly agree gree isagree trongly disagree -Satisfactory | tmental/subarea/division/area, co Student | Faculty | *Self | - Overall - Perfor- |
| G 2: | omments Served on depar trongly agree gree isagree trongly disagree | tmental/subarea/division/area, co Student <u>Review</u> | Faculty | *Self | - Overall - Perfor- |
| G 2: | omments Served on depar trongly agree gree isagree trongly disagree -Satisfactory | tmental/subarea/division/area, co Student <u>Review</u> | Faculty | *Self | - Overall - Perfor- |
| G 2: | omments Served on depar trongly agree gree isagree trongly disagree -Satisfactory | tmental/subarea/division/area, co Student <u>Review</u> | Faculty | *Self | - Overall - Perfor- |
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| | | | | -Overall |
|---|----------------------------|-------------------|---------------|---------------|
| | Student | Faculty | *Self | Perfor |
| | Review | Review | <u>Eval</u> . | m <u>ance</u> |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | - |
| Strongly disagree | | | | |
| Satisfactory | | | | |
| Comments | | | | |
| | peer or student mentoring, | or peer evaluatio | n. | |
| | | | | Overall |
| | Student | Faculty | *Self | Perfor- |
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| 4. matriculation advising, | Student | Faculty | *Self | Perfor- |
| 4. matriculation advising, Strongly agree Agree | Student | Faculty | *Self | Perfor- |
| 4. matriculation advising, Strongly agree Agree Disagree | Student | Faculty | *Self | Perfor- |
| 4. matriculation advising, Strongly agree Agree | Student | Faculty | *Self | Perfor- |

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PART-TIME AND FACULTY EMERITUS LEARNING DISABILITIES SPECIALISTS

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to determine the level of performance for the observable criteria and record the level of performance under Faculty/Management Review (If there is more than one committee member use workplace observation forms to reach agreement among committee members as to the level of performance.); and (2) determine the overall level of performance for each of the criteria giving somewhat more weight to Faculty/Management Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives a strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty/management review) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student or faculty/management review, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

Name of Faculty Member

Evaluation Period

Committee Chair_____

SUMMARY CHECKLIST FOR PART-TIME AND FACULTY EMERITUS LEARNING DISABILITIES SPECIALISTS Page 2

A. Demonstrated competence in performing routine procedures and other primary responsibilities.

1. Adhered to the agreed upon weekly schedule that meets the requirements of this contract.

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|--|--------------------------------------|------------------------|-------------------------|
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| Disagree Otros a shu dia a sua a | | | |
| Strongly disagree | | | |
| Satisfactory | | | |
| Comments | | | |
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| 2. Displayed expe | ertise in techniques designed to enl | nance learning. | |
| | | - | Querell |
| | Student | *Faculty Management | — Overall — Perfor- |
| | | Management | |
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| Diagnosed and | Provided verification of learning di | sabilities and determ | ined eligibility for se |
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| Agree | Agree | Agree | 6. Taught students to determine god | student | *Faculty Management | |
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B. Recognized the rights of students.

1. Displayed skill in establishing rapport with a diverse population of students.

| | Student | *Faculty Management | |
|---|------------------------------------|--|---|
| | Review | Review | <u>mance</u> |
| A | | | |
| Strongly agree | | | |
| Agree | | · | |
| Disagree | | | |
| Strongly disagree | | | |
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| Comments | | | |
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| | to the neede and energial aircum | stances of individual | atudanta |
| | e to the needs and special circum | | Students. |
| | | *Faculty | |
| | *Student | Management | |
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| | <u>i koview</u> | | manoe |
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| Disagree | | | |
| Strongly disagree | | | |
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| Comments | | | |
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| 3. Recognized the | right of students to have points o | f view different from t | he instructor's. |
| 3. Recognized the | right of students to have points o | | |
| 3. Recognized the | | *Faculty | |
| 3. Recognized the | *Student | *Faculty Management | - Overall - Perfor- |
| 3. Recognized the | | *Faculty | |
| Strongly agree | *Student | *Faculty Management | - Overall - Perfor- |
| Strongly agree | *Student | *Faculty Management | - Overall - Perfor- |
| Strongly agree | *Student | *Faculty Management | - Overall - Perfor- |
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| Strongly agree Agree Disagree Strongly disagree ⊟ Satisfactory Comments 4. Communicated | *Student <u>Review</u> | *Faculty Management <u>Review</u> s in a manner which f *Faculty | Overall Perfor <u>mance mance mance </u> |
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| Strongly agree Agree Disagree Strongly disagree □-Satisfactory Comments 4. Communicated strengths. Strongly agree Agree | *Student <u>Review</u> | *Faculty Management Review | Overall Perfor- mance |

| orientation. | | | *Faculty | - Overall |
|-------------------------------|---------------------------|--------------|------------------|---------------------|
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| | <u> </u> | <u>eview</u> | Review | mance |
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| Satisfactory | | vement | | |
| Comments | | | | |
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| 6. Treated student | s fairly and politely. | | | |
| | , | | *Faculty | - Overall |
| | <u>*</u> 2 | Student | Management | |
| | - | eview | Review | |
| | <u></u> | <u></u> | <u></u> | |
| Strongly agree | | | | |
| Agree | | | | |
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| Comments | _ · · · · · · · · · · · · | | | |
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| | | | | |
| 7 Was attentive to | | | | |
| <i>i</i> . was attentive to | student questions and | a comments a | ha was clear and | precise in response |
| | | | *Faculty | |
| | *0 | Student | Management | |
| | <u>R</u> | eview | Review | mance |
| Ctrongly agree | | | | |
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| Disagree Strongly disagree | _ | | | |
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| Batisfactory | | | | |

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WORKPLACE OBSERVATION PROCEDURE FOR PHYSICAL DISABILITIES SPECIALISTS

- 1. Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- 2. Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- 3. In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as completed prescriptive individual education plan.
- 4. The evaluator/observer shall observe learning disabilities specialists working with clients for at least one hour. The observations of the physical disabilities specialists shall take place when the specialist conducts the individual education plan conference and the exit interview.
- 5. The documentation used for workplace observation shall include narrative comments. (See Appendix H-2).
- 6. Within two weeks of the classroom observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the visitation.

WORKPLACE OBSERVATION FORM FOR PHYSICAL DISABILITIES SPECIALISTS

| Name of Fa | aculty Member | |
|------------|----------------------|---------------------------|
| Time and F | Place of Observation | |
| Date | Evaluator | Number of students served |

Please indicate the extent to which the instructor fulfills each of the criteria listed by choosing one of the following categories:

| SA=Strongly Agree | A=Agree | D=Disagree | SD=Strongly Disagree | NA=Not Acceptable |
|------------------------|-------------------|------------|----------------------|-------------------|
| Please add comments in | n the spaces prov | ided. | | |

| | S A | A | D | S D | N A | COMMENTS |
|---|--------|---|---|--------|--------|----------|
| Demonstrated sensitivity to the student's unique needs in light of his/her disability. | | | | | | |
| Developed a prescriptive individual education plan for each student detailing appropriate support services. | | | | | | |
| Displayed skill in establishing rapport with a diverse population of students. | | | | | | |
| Was responsive to the needs and special circumstances of individual students. | | | | | | |
| Recognized the right of students to have points of view different from the instructor's. | | | | | | |
| Communicated diagnostic information in a manner which helped maximize student strengths. | | | | | | |
| Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation. | | | | | | |
| 8. Treated students fairly and politely. | | | | | | |
| Was attentive to student questions and comments and was clear and precise in response. | | | | | | |

For part-time and faculty emeritus employees, the evaluation committee ought to determine the rating for the following performance criteria: adhered to the weekly schedule; met individually with students to discuss their goals, accommodations, and academic needs; established communication feedback and processes for monitoring progress with faculty; performed duties associated with assessment, identification, and formulation of educational goals and objectives for physical and communication disabled students; and performed duties associated with the transfer and/or vocational placement of physical and communication disabled students.

STUDENT EVALUATION PROCEDURE FOR PHYSICAL DISABILITIES SPECIALIST

- 1. Student evaluation forms shall be administered by a tenured physical disabilities specialist or designee. Students who have completed the intake process or developed/renewed a prescriptive educational plan with the faculty member by the eighth week of school will complete a student evaluation form. The student shall submit the form in a sealed envelope for collection by the chair of the evaluation committee. The chair will deliver the forms to the appropriate **manager or designee** dean.
- 2. The **manager** dean shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all probationary faculty. Student comments for regular, part-time, and faculty emeritus employees shall be transcribed upon request of the faculty member or members of the evaluation committee. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- 3. The Original Originals of the student evaluations forms shall be confidentially maintained as follows: placed in a sealed envelope and placed in a locked file in the office of the dean of instruction/student services/area dean.
 - (a) 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.
 - (b) In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
 - (c) In the case of a part-time faculty member or faculty emeritus employee, the evaluations will be stored until the next evaluation cycle.
- 4. The form used for student evaluations shall be the one shown in Appendix H-4.

STUDENT EVALUATION FORM FOR PHYSICAL DISABILITIES SPECIALISTS

In our continuing effort to improve the caliber of assistance offered students, physical disabilities specialists are periodically evaluated. As part of the evaluation process for this specialist, we ask you to take a few minutes to complete the student evaluation form. Your written comments are valued, so be sure to take the time to write comments in the appropriate space.

This survey is anonymous. Do not place your name anywhere on this form. Completing this form will in no way affect your course grade.

Now, please read and follow the instructions carefully.

Name of physical disabilities specialist _____

Please check the reason you came to see the learning disabilities specialist.

Appointment (schedule planning)
Problem with a class/instructor
Problem with a support service
Personal matter
Other

How many times have you seen the specialist?

_____ One

_____ Two

_____ Three

_____ Four

More than five

Please indicate the extent to which the instructor fulfills each of the criteria listed by choosing one of the following categories:

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

NA=Not Acceptable

Please add comments in the spaces provided.

| | S A | A | D | S D | N A | COMMENTS |
|---|--------|---|---|--------|--------|----------|
| The specialist was helpful in providing me with information and support. (A7)* | | | | | | |
| The specialist has helped me to understand my strengths. (A4) | | | | | | |
| The specialist understood my academic and personal needs. (B2) | | | | | | |
| The specialist helped me develop a prescriptive educational plan and encouraged me to seek other sources of support on campus. (A7) | | | | | | |
| The specialist recognized my point of view. (B3) | | | | | | |
| The specialist encouraged me to be an active participant in my classes and at the college. (A4) | | | | | | |
| The specialist was sensitive to my disability, and I felt comfortable with the specialist. (A2) | | | | | | |
| 8. The specialist did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation. | | | | | | |
| 9. The specialist treated me fairly and politely. | | | | | | |
| 10. The specialist was attentive to my questions and comments and was clear and precise in response. | | | | | | |

Note to readers of this draft.

The letter and number in parentheses at the end of each criterion references the performance criterion for learning disabilities specialists in the main part of the document. Each was rewarded to make it easier for student understanding. These codes will not appear on the evaluation form to be completed by the student. The codes will appear in the document used by the evaluation committee.

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PROBATIONARY PHYSICAL DISABILITIES SPECIALISTS

The TRC is to complete this form during its post-evaluation conference. It will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to reach agreement among committee members as to the level of performance for the observable criteria (to be recorded under Tenure/Peer Review); and (2) determine the overall level of performance for each of the criteria, giving somewhat more weight to Tenure/Peer Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

The data source(s) (student review, tenure/peer review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student review, tenure/peer review or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

Exceeds standards of performance:

Consistently high ratings in almost all areas on student, peer, self, or
 management evaluation where appropriate.

Meets standards of performance:

Average to high ratings in most areas on student, peer, self, or management evaluation where appropriate.

Below standards of performance:

Low to average ratings in most areas on student, peer, self, or management evaluation where appropriate.

Unacceptable standards of performance:

Low ratings in most areas on student, peer, self, or management
 evaluation where appropriate.

Name of Faculty Member _____

Evaluation Period

Committee Chair _____

SUMMARY CHECKLIST FORM FOR PROBATIONARY PHYSICAL DISABILITIES SPECIALISTS Page 2

A. Demonstrated competence in performing routine procedures and other primary responsibilities..

| 1 | Adhered to the weekly schedule that meets the requirements of this contract |
|---------|--|
| · · · · | Autorea to the weekly solicate that meets the requirements of this contract. |
| | |
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| | Otudant | Tenure/ | *0 -15 | Overall |
|---|--|---|--------------------------------|--|
| | Student | Peer | *Self | Perfor |
| | Review | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | - |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| 2. Demonstrated sensitivity to the st | udent's unique r | needs in light of hi | s/her disabil | i ty. |
| | | *Tenure/ | | Overall |
| | *Student | Peer | Self | Perfor |
| | <u>Review</u> | <u>Review</u> | <u>Eval</u> . | mance |
| | | | | |
| Exceeds standards of performance Meets standards of performance | | | | |
| | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| Comments 3. Met individually with students to c | liscuss their goa | ls, accommodation | ns, and acad | demic nee |
| | liscuss their goa Student <u>Review</u> | ls, accommodation Tenure/ Peer <u>Review</u> | ns, and acad *Self Eval. | demic neer Overall Perfor mance |
| 3. Met individually with students to c | Student | Tenure/ Peer | | Overall Perfor |
| 3. Met individually with students to c Become the standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| 3. Met individually with students to c Become the standards of performance Meets standards of performance Below standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | Student | Tenure/ Peer | | Overall Perfor |
| Gomments | Student Review | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Student Review | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor mance |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Student Review | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor mance |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Student | Tenure/ Peer Review | *Self Eval. | Overall Perfor mance |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. Helped students gain greater inde | Student <u>Review</u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> <u></u> | Tenure/ Peer Review | *Self <u>Eval</u> . | Overall Perfor mance |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. Helped students gain greater inde Exceeds standards of performance | Student | Tenure/ Peer Review | *Self Eval. | Overall Perfor mance |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. Helped students gain greater inde Exceeds standards of performance Meets standards of performance | Student | Tenure/ Peer Review | *Self Eval. | Overall Perfor mance |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 4. Helped students gain greater inde Exceeds standards of performance Meets standards of performance Below standards of performance | Student | Tenure/ Peer Review | *Self Eval. | Overall Perfor mance |
| 3. Met individually with students to c Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Student | Tenure/ Peer Review | *Self Eval. | Overall Perfor mance |

5. Provided in-service training to faculty and staff to equalize students' chances of academic success.

| | | Tenure/ | | - Overall |
|---|--------------------|---------------------------------------|-------------------|--|
| | Student | Peer | *Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| | | | | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| 6. Worked effectively with professio | nals in state and | local agencies. | | |
| | | Tenure/ | | |
| | Student | | *Self | Perfor |
| | | Peer Boviow | | |
| | Review | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Access standards of performance | | | | |
| | | · | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| 7. Developed a prescriptive education | on plan for each | student detailing a | appropriate | support se |
| | on plan for each | | appropriate | |
| | | *Tenure/ | | |
| | *Student | *Tenure/ Peer | Self | Overall Perfor |
| | | *Tenure/ | | - Overall |
| 7. Developed a prescriptive education | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 7. Developed a prescriptive education | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 7. Developed a prescriptive education F. Developed a prescriptive education Exceeds standards of performance Meets standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| Z. Developed a prescriptive education Z. Developed a prescriptive education Exceeds standards of performance Meets standards of performance Below standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 7. Developed a prescriptive education Fxceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 7. Developed a prescriptive education F. Developed a prescriptive education Exceeds standards of performance Meets standards of performance Below standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 7. Developed a prescriptive education Fxceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 7. Developed a prescriptive education Fxceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer <u>Review</u> | <u>Self</u> | Overall Perfor mance |
| 7. Developed a prescriptive education Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student | *Tenure/ Peer Review | <u>Self</u> | Overall Perfor mance |
| 7. Developed a prescriptive education Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance |
| 7. Developed a prescriptive education Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor mance gress with Overall Perfor |
| 7. Developed a prescriptive education Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self Eval. | Overall Perfor mance |
| 7. Developed a prescriptive education Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 8. Established communication feedl | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor mance gress with Overall Perfor |
| 7. Developed a prescriptive education Fxceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 8. Established communication feedt 8. Established communication feedt | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor mance gress with Overall Perfor |
| Z Developed a prescriptive education Developed a prescriptive education Exceeds standards of performance Developed a prescriptive education Exceeds standards of performance Developed a prescriptive education Exceeds standards of performance Exceeds standards of performance Developed a prescriptive education Exceeds standards of performance Developed a prescriptive education Exceeds standards of performance Developed a prescriptive education Exceeds standards of performance | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor mance gress with Overall Perfor |
| 7. Developed a prescriptive education Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | Self | Overall Perfor mance gress with Overall Perfor |

Provided leadership in the development of processes, strategies and feasibility planning to ensure that the disabled student programs and services goals are achieved.

| | Student | Tenure/ Peer <u>Review</u> | *Self <u>Eval</u> . | Overall Perfor- mance |
|--|---------|----------------------------------|------------------------|-----------------------------|
| Exceeds standards of performance | | | | |
| Meets standards of performance Below standards of performance | | | | |
| Unacceptable standards of performance Comments | | | | |

10. Performed a variety of duties associated with assessment, identification, and formulation of educational goals and objectives for physical and communication disabled students.

| | Student Review | Review | <u>Eval</u> . | mance |
|---------------------------------------|-------------------|--------|---------------|-------|
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| | | | cational plac | |

| | Student | Tenure/ Peer | *Self | - Overall Perfor |
|---------------------------------------|---------|-----------------|---------------|---------------------|
| | Review | Review | <u>Eval</u> . | mance |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | - |

B. Recognized the rights of students.

1. Displayed skill in establishing rapport with a diverse population of students.

| | | *Tenure/ | | - Overall |
|---------------------------------------|---------------|----------|---------------|--------------|
| | Student | Peer | Self | Perfor- |
| | <u>Review</u> | Review | <u>Eval</u> . | <u>mance</u> |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |

Was responsive to the needs and special circumstances of individual students.

2.

| | | *Tenure/ | | |
|--|------------------------|---|--|----------------------|
| | *Student | Peer | Self | Perfor- |
| | Review | Review | Eval. | mance |
| | | | | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| Recognized the right of students f | to have points of | f view different from | n the instru | ctor's. |
| | | *Tenure/ | | - Overall |
| | *Ctudent | | Colf | Perfor |
| | *Student | Peer | <u>Self</u> | |
| | Review | Review | <u>Eval</u> . | mance |
| | | | | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Unacceptable standards of performance | | | | |
| Comments | | | | |
| | ation to students | in a manner whic | h helped the | em maxim |
| 4. Communicated diagnostic informatic strengths. | ation to students | in a manner whic | h helped the | em maxim |
| 4. Communicated diagnostic information | ation to students | | h helped the | |
| 4. Communicated diagnostic informa | | *Tenure/ | | |
| 4. Communicated diagnostic information | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 4. Communicated diagnostic information | | *Tenure/ | | |
| 4. Communicated diagnostic informa strengths. | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 4. Communicated diagnostic informa strengths. | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 4. Communicated diagnostic informa strengths. Exceeds standards of performance Weets standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 4. Communicated diagnostic informa strengths. Exceeds standards of performance Weets standards of performance Below standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 4. Communicated diagnostic informa strengths. Exceeds standards of performance Weets standards of performance Below standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 4. Communicated diagnostic informa strengths. Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 4. Communicated diagnostic informa strengths. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | *Student | *Tenure/ Peer | Self | Overall Perfor |
| 4. Communicated diagnostic information of performance Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student | *Tenure/ Peer <u>Review</u> | <u>Self</u> | Overall Perfor mance |
| 4. Communicated diagnostic information of performance Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student | *Tenure/ Peer Review | <u>Self</u> | Overall Perfor mance |
| Communicated diagnostic informed strengths: Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | <u>Self</u> | Overall Perfor mance |
| Communicated diagnostic informe strengths: Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer <u>Review</u> ility, nationality, radius *Tenure/ Peer | Self Eval. ce, religion, Self | Overall Perfor mance |
| Communicated diagnostic informed strengths: Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer Review | <u>Self</u> | Overall Perfor mance |
| Communicated diagnostic information strengths. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer <u>Review</u> ility, nationality, radius *Tenure/ Peer | Self Eval. ce, religion, Self | Overall Perfor mance |
| Communicated diagnostic information strengths. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer <u>Review</u> ility, nationality, radius *Tenure/ Peer | Self Eval. ce, religion, Self | Overall Perfor mance |
| Communicated diagnostic information strengths. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer <u>Review</u> ility, nationality, radius *Tenure/ Peer | Self Eval. ce, religion, Self | Overall Perfor mance |
| 4. Communicated diagnostic information strengths. Exceeds standards of performance Meets standards of performance Below standards of performance Comments | *Student Review | *Tenure/ Peer <u>Review</u> ility, nationality, radius *Tenure/ Peer | Self Eval. ce, religion, Self | Overall Perfor mance |
| 4. Communicated diagnostic information strengths. Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | *Student Review | *Tenure/ Peer <u>Review</u> ility, nationality, radius *Tenure/ Peer | Self Eval. ce, religion, Self | Overall Perfor mance |

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Treated students fairly and politely.

6.

| | | *Tenure/ | | |
|--|---------------------------------------|-------------------------------------|------------------------|--|
| | *Student | Peer | Self | Perfor- |
| | Review | Review | Eval. | mance |
| | | | | |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | - |
| Below standards of performance | | | | |
| Unacceptable standards of performance | · | | | |
| | | | | |
| Comments | | | | |
| | | | | |
| 7. Was attentive to student question | es and commenter | s and was clear ar | id precise in | response |
| | | *Tenure/ | | |
| | *Ot | | 0.16 | |
| | *Student | Peer | Self | Perfor- |
| | Review | Review | <u>Eval</u> . | m <u>ance</u> |
| Exceeds standards of performance | | | | |
| Meets standards of performance | | | | |
| Below standards of performance | | | | |
| Jnacceptable standards of performance | | | | - |
| Comments | · · · · · · · · · · · · · · · · · · · | | | - |
| | | | | |
| | | | | |
| | | | | |
| Participated in non classroom professiona | called meetings. | Tenure/ | | Overall |
| | called meetings. Student | Tenure/ Peer | *Self | Overall Perfor- |
| | called meetings. | Tenure/ | *Self <u>Eval</u> . | |
| 1. Attended required management of | called meetings. Student | Tenure/ Peer | | Perfor |
| Attended required management of the second standards of performance | called meetings. Student | Tenure/ Peer | | Perfor |
| Attended required management of the second standards of performance Weets standards of performance | called meetings. Student | Tenure/ Peer | | Perfor |
| Attended required management of Exceeds standards of performance Weets standards of performance Below standards of performance | called meetings. Student | Tenure/ Peer | | Perfor |
| 1. Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | called meetings. Student | Tenure/ Peer | | Perfor |
| 1. Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | called meetings. Student | Tenure/ Peer | | Perfor |
| 1. Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance | called meetings. Student | Tenure/ Peer | | Perfor |
| Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Called meetings. Student Review | Tenure/ Peer Review | <u>Eval</u> . | |
| 1. Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments | Called meetings. Student Review | Tenure/ Peer Review | <u>Eval</u> . | |
| Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Jnacceptable standards of performance Comments | Called meetings. Student Review | Tenure/ Peer Review | Eval. | Perfor- mance |
| Attended required management of Exceeds standards of performance Meets standards of performance Jnacceptable standards of performance Comments 2. Served on departmental/subarea | Student | Tenure/ Peer Review | <u>Eval</u> . | Perfor- mance |
| Attended required management of Exceeds standards of performance Meets standards of performance Jnacceptable standards of performance Comments 2. Served on departmental/subarea | Called meetings. Student Review | Tenure/ Peer Review | Eval. | Perfor- mance |
| Attended required management of Exceeds standards of performance Meets standards of performance Jnacceptable standards of performance Comments 2. Served on departmental/subarea, required in the third and fourth ye | Student | Tenure/ Peer Review | Eval. | Perfor- mance mance mancee mancee mancee mancee mancee mancee |
| Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 2. Served on departmental/subarea required in the third and fourth ye Exceeds standards of performance | Student | Tenure/ Peer Review | Eval. | Perfor- mance mance mancee mancee mancee mancee mancee mancee |
| Attended required management of Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 2. Served on departmental/subarea required in the third and fourth ye Exceeds standards of performance Weets standards of performance | Student | Tenure/ Peer Review | Eval. | Perfor- mance mance mancee mancee mancee mancee mancee mancee |
| 1. Attended required management of performance Exceeds standards of performance Meets standards of performance Below standards of performance Meets standards of performance Unacceptable standards of performance Comments 2. Served on departmental/subarea, required in the third and fourth ye Exceeds standards of performance Meets standards of performance Below standards of performance Meets standards of performance Below standards of performance Meets standards of performance | Student | Tenure/ Peer Review | Eval. | Perfor- mance mance mancee mancee mancee mancee mancee mancee |
| Exceeds standards of performance Meets standards of performance Below standards of performance Unacceptable standards of performance Comments 2. Served on departmental/subarea | Student | Tenure/ Peer Review | Eval. | Perfor- mance mance mancee mancee mancee mancee mancee mancee |
| Attended required management of Exceeds standards of performance Meets standards of performance Jnacceptable standards of performance Comments Served on departmental/subarea required in the third and fourth ye Exceeds standards of performance | Student | Tenure/ Peer Review | Eval. | Perfor- mance mance man |

| 1 | activities designed to enhance | profossional porfo | rmanco: indonon | dont receard | h loorning |
|-------------|-----------------------------------|--------------------------|-----------------------|-------------------------------|----------------|
| 1. | developing strategies for more | | | | |
| | discipline, creating and mainta | | | | |
| | discipline, creating and mainta | | | | ning, |
| 2. | college, district, and/or statewi | de committees: | | | |
| | | , | | | |
| 3. | conferences and workshops, ir | nternships, classroo | om research, com | munity involv | vement rel |
| | professional area. | • | | 5 | |
| | | | Tenure/ | | - Overall |
| | | | | | Deufeur |
| | | Student | Peer | *Self | Perfor- |
| | | Student <u>Review</u> | Peer <u>Review</u> | <u>*Self</u> <u>Eval</u> . | <u>Perfor-</u> |
| | | | | | |
| | eeds standards of performance | | | | |
| Mee | ts standards of performance | | | | |
| Mee Belc | ts standards of performance | <u>Review</u> | | | |
| Vee Belc | ts standards of performance | <u>Review</u> | | | |

SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR REGULAR PHYSICAL DISABILITIES SPECIALISTS

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to determine the level of performance for the observable criteria and record the level of performance under faculty review after reaching agreement; and (2) determine the overall level of performance for each of the criteria giving somewhat more weight to faculty review than to student review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives a strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty review, self evaluation) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student or faculty review, or self-evaluation, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

| Name of Eaculty Member | |
|------------------------|--|
| | |
| | |

Evaluation Period

Committee Chair_____

SUMMARY CHECKLIST FOR REGULAR PHYSICAL DISABILITIES SPECIALISTS Page 2

A. Demonstrated competence in performing routine procedures and other primary responsibilities.

1. Adhered to the weekly schedule that meets the requirements of this contract.

| | | | | - Overall |
|--|---------------------------------------|-----------------------|--------------------------|------------------------|
| | Student | Faculty | *Self | Perfor- |
| | Review | Review | <u>Eval</u> . | mance |
| o | | | | |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| Satisfactory | Needs improvement | | | |
| Comments | | | | |
| | | | | |
| | | | | |
| | | | | |
| 2. Demonstrated | sensitivity to the student's unique r | needs in light of his | s/her disabili | i ty. |
| | | Ū | | , |
| | | | | - Overall |
| | *Student | *Faculty | Self | Perfor- |
| | Review | Review | Eval. | mance |
| | | | | |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | - |
| Strongly disagree | | | | |
| Satisfactory | ——─────────────────────────────── | | | |
| | | | | |
| 3 | | | | |
| 3 | | | | |
| 3 | | | | |
| 3 | | | | |
| Comments | | | | |
| Comments | / with students to discuss their goa | Is, accommodatio | n s, and acad | lemic nee |
| Comments | / with students to discuss their goa | Is, accommodatio | ns, and acad | |
| Comments | | | | - Overall |
| Comments | Student | | *Self | - Overall - Perfor- |
| Comments | | | | - Overall |
| Comments | Student | | *Self | - Overall - Perfor- |
| Comments 3. Met individually Strongly agree | Student | | *Self | - Overall - Perfor- |
| Comments 3. Met individually Strongly agree Agree | Student | | *Self | Overall Perfor |
| Comments 3. Met individually Strongly agree Agree Disagree | Student | | *Self | - Overall - Perfor- |
| Comments 3. Met individually Strongly agree Agree | Student | | *Self | - Overall - Perfor- |

Helped students gain greater independence in an academic environment. Overall *Student Faculty Self Perfor-Review Review Eval. Mance Strongly agree _ _ _ Agree _ Disagree Strongly disagree - Satisfactory Comments Provided in service training to faculty and staff to equalize students' chances of academic success. 5. Overall Faculty *Self Student Perfor-Review Review Eval mance Strongly agree ____ _ Agree Disagree Strongly disagree - - Needs improvement Comments _ Worked effectively with professionals in state and local agencies. 6 Overall Student *Self Perfor Faculty Review Review Eval. mance Strongly agree Agree _ Disagree _ _ Strongly disagree - Satisfactory Comments ____ 7 Developed a prescriptive education plan for each student detailing appropriate support services. Overall *Student *Faculty Self Perfor-Review Review Eval. mance Strongly agree Agree Disagree _ Strongly disagree - Satisfactory Comments____

Established communication feedback and processes for monitoring student progress with faculty.

8.

| | Student | Faculty | *Self | Perfor |
|---|--|---|-------------------|---|
| | Review | Review | <u>Eval</u> . | mance |
| | | | | |
| Strongly agree | | | | |
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| Strongly disagree | | | | |
| ∃ Satisfactory | | | | |
| Comments | | | | |
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| . Provided leade | rship in the development of proces | ses, strategies ar | d feasibility | planning to |
| that the disable | d student programs and services g | goals are achieved | 1. | |
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| | | | | -Overall |
| | Student | Faculty | *Self | Perfor- |
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| Strongly agree | | | | |
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| Disagree | | | | |
| Strongly disagree | | | | |
| ∃-Satisfactory | | | | |
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| Comments | | | | |
| 0. Performed a va | riety of duties associated with asso | essment, identifica | ation, and for | rmulation c |
| 10. Performed a va educational go: | rriety of duties associated with asso als and objectives for physical and | essment, identifica | ation, and for | mulation c |
| 10. Performed a va educational goa | riety of duties associated with asso als and objectives for physical and | essment, identifica communication d | ation, and for | ents. |
| IO. Performed a va educational goo | als and objectives for physical and | communication d | isabled stude | ents. — Overall |
| 10. Performed a va educational god | als and objectives for physical and Student | communication d | isabled stude | ents. —Overall —Perfor- |
| 10. Performed a va educational god | als and objectives for physical and | communication d | isabled stude | ents. — Overall |
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B. Recognized the rights of students.

Displayed skill in establishing rapport with a diverse population of students. **Overall** Student *Faculty Self Perfor-Review Review Eval mance Strongly agree Agree Disagree Strongly disagree Comments Was responsive to the needs and special circumstances of individual students. 2. Overall *Faculty Self *Student Perfor Review Review Eval. mance Strongly agree Agree Disagree Strongly disagree - Satisfactory Comments Recognized the right of students to have points of view different from the specialist's. 3. Overall *Student *Faculty Self Perfor-Review Review Eval. Mance Strongly agree Agree **Disagree** Strongly disagree - Satisfactory Comments Communicated diagnostic information to students in a manner which helped them maximize their strengths. Overall *Student *Faculty Self Perfor-Review Review Eval. Mance Strongly agree _____ _____ ____ Agree _____ ____ _____ _ _____ Disagree Strongly disagree - Satisfactory Comments

| | | | . | -Overall |
|--|---|---------------------------|---------------|---|
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| Disagree | | | | |
| Strongly disagree | | | | |
| ∃-Satisfactory | | | | |
| Comments | | | | |
| | | | | |
| S. Treated studen | ts fairly and politely. | | | 0 " |
| | | | 0.14 | Overall |
| | *Student | *Faculty | Self | -Perfor |
| | Review | Review | <u>Eval</u> . | Mance |
| Strongly agree | | | | |
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| Disagree | | | | |
| Strongly disagree | | | | |
| ∃-Satisfactory | | | | |
| Comments | | | | |
| | | | | |
| . Was attentive to | e student questions and comments | | - | |
| 7. Was attentive to | *Student | *Faculty | Self | |
| 7. Was attentive to | | | - | |
| | *Student | *Faculty | Self | |
| Strongly agree | *Student | *Faculty | Self | |
| Strongly agree | *Student | *Faculty | Self | |
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Served on departmental/subarea/division/area, college, or district committee(s).

| | Student <u>Review</u> | Faculty <u>Review</u> | *Self <u>Eval</u> . | Perfor- mance |
|---|--------------------------|--------------------------|------------------------|------------------|
| Strongly agree | | | | |
| Agree Disagree | | | | - |
| Strongly disagree | | | | |
| □ Satisfactory Comments | | | | |

D. Participated in professional growth activities. These may include the following:

1. 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;

2. college, district, and/or statewide committees;

2

3. conferences and workshops, internships, classroom research, community involvement related to professional area.

| | Student | Faculty | *Self | Perfo |
|-------------------|---------------------------------------|---------|---------------|-------|
| | Review | Review | <u>Eval</u> . | manc |
| Strongly agree | | | | |
| Agree | | | | |
| -Disagree | | | | |
| Strongly disagree | | | | |
| | | | | |
| -⊟ Satisfactory | ————————————————————————————————— | | | |
| Comments | · · · · · · · · · · · · · · · · · · · | | | |

4. matriculation advising, peer or student mentoring, or peer evaluation.

| Student Review | Faculty | <u>*Self</u> | Overal |
|---------------------|---------|---------------|--------|
| | | | |
| <u></u> | Review_ | <u>Eval</u> . | mance |
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| ∃ Needs improvement | | | |
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SUMMARY CHECKLIST FOR ENSURING EVALUATION BASED ON CRITERIA FOR PART-TIME AND FACULTY EMERITUS PHYSICAL DISABILITIES SPECIALISTS

This form will aid in summarizing the various types of data used in the evaluation process and will ensure that the evaluatee is evaluated against only the criteria set forth in this document.

To complete the form, (1) use workplace observation forms to determine the level of performance for the observable criteria and record the level of performance under Faculty/Management Review (If there is more than one committee member use workplace observation forms to reach agreement among committee members as to the level of performance.); and (2) determine the overall level of performance for each of the criteria giving somewhat more weight to Faculty/Management Review than to Student Review. The conclusions serve as the basis of the summary report. (See Appendices K and L.)

For each criterion, also indicate whether the evaluatee is satisfactory or needs improvement. An evaluatee who receives a strongly agree or agree in overall performance should be deemed satisfactory; an evaluatee who receives disagree or strongly disagree in overall performance should be deemed needs improvement.

For any criterion on which the evaluatee is deemed to need improvement, written comments which include specific details and/or rationale must be given in the space provided. If comments are omitted, any criterion wherein the evaluatee is deemed to need improvement shall be considered satisfactory. Any criterion wherein the evaluatee is deemed to need improvement shall not be indicated for trivial causes, but only for performance that significantly differs from the professional standards expected of a faculty member.

The data source(s) (student review, faculty/management review) used for measuring each performance criterion is denoted by an asterisk (*). If behavior to be measured for a particular criterion was not determined from student or faculty/management review, indicate that the behavior was not observed or did not apply in the section designated for comments. Do not place check marks in any of the columns in such cases.

Name of Faculty Member

Evaluation Period

Committee Chair_____

SUMMARY CHECKLIST FOR PART-TIME AND FACULTY EMERITUS PHYSICAL DISABILITIES SPECIALISTS Page 2

A. Demonstrated competence in performing routine procedures and other primary responsibilities.

1. Adhered to the weekly schedule that meets the requirements of this contract.

| | | Student | *Faculty | — Overall — Perfor- |
|---|-----------------------|-------------------|------------------------|------------------------|
| | | | Management | |
| | | Review | <u>Review</u> | <u>mance</u> |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| Satisfactory | | norovomont | | |
| Comments | | пргочетнени | | |
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| | | | | |
| 2. Demonstrated s | ensitivity to the stu | udent's unique n | eeds in light of his/h | er disability. |
| | - | - | | |
| | | *Otudant | *Faculty | - Overall Derfer |
| | | *Student | Management | |
| | | Review | Review | <u>mance</u> |
| Strongly agree | | | | |
| Agree | | | | |
| Disagree | | | | |
| Strongly disagree | | | | |
| Satisfactory | | | | |
| Comments | | nprovement | | |
| | | | | |
| | | | | |
| 3. Met individually | with students to d | iscuss their goal | s. accommodations. | and academic need |
| , | | 0 | | |
| | | <u> </u> | *Faculty | - Overall |
| | | Student | Management | |
| | | Review | <u>Review</u> | <u>mance</u> |
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| Disagree Strongly disagree ⊟-Satisfactory Comments | | nprovement | | |

Helped students gain greater independence in an academic environment.

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| | *04 | Faculty | - Overall Derfer |
|---|---|--------------------------------------|---|
| | *Student | Management | |
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| | | *Faculty | - Overall |
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| Strongly agree | | | |
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| Strongly disagree | | | |
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| Comments | | | |
| | | | |
| 6. Established con | munication feedback and process | ses for monitoring stu | Ident progress with |
| 6. Established con | | *Faculty | |
| 6. Established con | Student | *Faculty Management | Overall Perfor |
| 6. Established con | | *Faculty | |
| | Student | *Faculty Management | Overall Perfor |
| Strongly agree | Student | *Faculty Management | Overall Perfor |
| Strongly agree | Student | *Faculty Management | Overall Perfor |
| Strongly agree Agree Disagree | Student <u>Review</u> | *Faculty Management | Overall Perfor |
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| Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory | Student <u>Review</u> | *Faculty Management | Overall Perfor |
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| Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory | Student Review | *Faculty Management | Overall Perfor |
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| Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments 7. Performed a val educational goa | Student Review _ | *Faculty Management Review | Overall Perfor <u>mance</u> n, and formulation |
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| Strongly agree Agree Disagree Strongly disagree ⊟ Satisfactory Comments 7. Performed a val | Student Review _ | *Faculty Management Review | Overall Perfor <u>mance</u> n, and formulation |

Performed a variety of duties associated with the transfer and/or vocational placement of physical and communication disabled students. *Faculty Overall Student Management Perfor-Review Review mance Strongly agree Agree Disagree Strongly disagree Comments Β. Recognized the rights of students. Displayed skill in establishing rapport with a diverse population of students. *Faculty **Overall** Student-Management Perfor-Review Reviewmance Strongly agree Agree Disagree Strongly disagree - - Needs improvement Comments Was responsive to the needs and special circumstances of individual students. 2 *Faculty Overall *Student Management Performance Review-Review Strongly agree Agree Disagree Strongly disagree - Satisfactory Comments Recognized the right of students to have points of view different from the specialist's. 3 *Faculty Overall *Student Management Perfor-Review Review mance Strongly agree _____ _ Agree _____ ____ _____ ____ Disagree Strongly disagree - Satisfactory Comments

| strengths. | | *Faculty | - Overall |
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| Disagree | | | |
| Strongly disagree | | | |
| | | | |
| Comments | ——— □ Needs improvement | | |
| | | | |
| 5. Did not discrimi orientation. | nate based on age, gender, disabi | | |
| | | *Faculty | - Overall |
| | *Student | Management | |
| | Review | Review | <u>mance</u> |
| Strongly agree | | | |
| Agree | | | |
| Disagree | | | |
| Strongly disagree | | | |
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| 6. Treated student | s fairly and politely. | | |
| 6. Treated student | | *Faculty | |
| 6. Treated student | *Student | Management | Perfor- |
| 6. Treated student | | | |
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| Strongly agree Agree Disagree Strongly disagree ⊟-Satisfactory Comments | *Student Review | Management Review | Perfor- mance |
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| Strongly agree Agree Disagree Strongly disagree Gomments 7. Was attentive to Strongly agree Agree Disagree Strongly disagree | *Student <u>Review</u> | Management <u>Review</u> <u></u> <u></u> <u></u> <u></u> s and was clear and *Faculty Management | Perfor- <u>mance</u> precise in response Overall Perfor- |
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APPENDIX I

SELF-EVALUATION

Each probationary and regular faculty member being evaluated should write a self evaluation that includes the following information based upon the criteria. Please provide documentation if desired.

TEACHING FACULTY

the method(s) you use to regularly assess the teaching-learning process and modify strategies to enhance successful learning outcomes

the method(s) you use to maintain accurate records and submit reports in a timely manner

non-classroom professional responsibilities you fulfill

attend required management-called meetings

serve on departmental/subarea/division/area, college, or district committee(s). For probationary faculty, this activity is required in the third and fourth years and permitted in the second year.

maintain regular and timely office hours as specified in this contract

participate in curriculum development and course outline of record revision

professional growth activities in which you participate (for all faculty except first year). These may include the following:

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

serving on college, district, and/or statewide committees

participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area

participating in matriculation advising, peer or student mentoring, or peer evaluation

COUNSELORS

—adherence to the weekly schedule that meets the requirements of the <u>UF/CCCCD Agreement</u>

 non-classroom professional responsibilities you fulfill attend required management-called meetings

serve on departmental/subarea/division/area, college or district committee(s). For probationary faculty, this activity is required in the third and fourth years and permitted in the second year.

professional growth activities in which you participate (for all faculty except first year). These may include the following:

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

serving on college, district, and/or statewide committees

participating in conferences and workshops, internships, classroom research, and community involvement related to professional area

participating in matriculation advising, peer or student mentoring, or peer evaluation

the method(s) you use to maintain accurate records and submit reports such as individual educational plans according to published deadlines

LIBRARIANS

-adherence to the weekly schedule that meets the requirements of the UF/CCCCD Agreement

non-classroom professional responsibilities you fulfill attend required management called meetings

serve on departmental/subarea/division/area, college or district committee(s). For probationary faculty, this activity is required in the third and fourth years and permitted in the second year.

professional growth activities in which you participate (for all faculty except first year). These may include the following:

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

serving on college, district, and/or statewide committees

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

LEARNING DISABILITIES SPECIALISTS

adherence to the weekly schedule that meets the requirements of the UF/CCCCD Agreement

examples of in-service training you provide to faculty

examples of when you have worked with professionals in state and local agencies

non classroom professional responsibilities you fulfill

attend required management called meetings

serve on departmental/subarea/division/area, college or district committee(s). For probationary faculty, this activity is required in the third and fourth years and permitted in the second year.

professional growth activities in which you participate (for all faculty except first year). These may include the following:

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;

serving on college, district, and/or statewide committees; and

participating in conferences and workshops, internships, classroom research, and community involvement related to professional area

participating in matriculation advising, peer or student mentoring, or peer evaluation

PHYSICAL DISABILITIES SPECIALISTS

adherence to the agreed upon weekly schedule that meets the requirements of the <u>UF/CCCCD</u> Agreement

examples of the following: in service training you provide to faculty; when you have worked with professionals in state and local agencies; communication feedback and processes you have developed for monitoring progress with faculty; leadership you have provided in the development of processes, strategies and feasibility planning to ensure that the disabled student programs and services are achieved; duties you have performed associated with assessment, identification, and formulation of educational goals and objectives for physical and communication disabled students; and duties you have performed associated with the transfer and/or vocational placement of physical and communication disabled students

the method you use to meet with students to discuss their goals, accommodations, and academic needs

non-classroom professional responsibilities you fulfill

attend required management called meetings

serve on departmental/subarea/division/area, college, or district committee(s). For probationary faculty, this activity is required in the third and fourth years and permitted in the second year.

professional growth activities in which you participate (for all faculty except first year). These may include the following:

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;

serving on college, district, and/or statewide committees; and

participating in conferences and workshops, internships, classroom research, and community involvement related to professional area

participating in matriculation advising, peer or student mentoring, or peer evaluation

APPENDIX J

APPENDIX K

PLAN TO COMPLETE BACHELOR'S DEGREE

Probationary Faculty Member

Date of Hire _____ Date of Plan _____

| The Tenure Review Committee in conjunction with the probationary faculty member has developed the following plan |
|--|
| for the completion of a bachelor's degree within the probationary period: |
| |
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| Method of monitoring progress |
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| List dates and evidence of documented progress |
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Signature of Chair Tenure Review Committee

Probationary Faculty Member _____

APPENDIX L

APPENDIX M

APPENDIX N

APPENDIX O

Appeal Form

TO: Chair, Due Process Panel

FROM:

RE: Appeal for Evaluation Process

DATE:

This portion is to be completed by the evaluatee or the tenure/peer review committee member. Be sure to attach evidence to support the allegation.

| Brief statement of the appeal (bias, procedural violation or inappropriate improvement pla | an): |
|--|------|
| | |
| | |
| | |
| | |

This portion is to be completed by the chair of the due process panel.

Check action completed.

- □ 1) Chair of DPP notified evaluation committee members, probationary faculty member and college president
- $\hfill\square$ 2) Chair of DPP resolved appeal informally within 5 working days OR
- □ 2) Formal investigation within 15 working days

If formal investigation conducted, write the decision or recommended action with rationale.

| Signature of Due Process Parler Members | |
|---|---------------------------------|
| | _UF Representative |
| | _Academic Senate Representative |
| | _ Management Representative |
| | |

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