

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.
 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 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.

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

- 2. 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 evaluatee have appropriate forms;
 - c. coordinating student evaluations, classroom observations, and observations of counselors, librarians, and learning disabilities specialists;
 - d. adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;
 - e. communicating evaluation results to the probationary faculty member;
 - f. ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and
 - g. ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.
 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 and if necessary recommending a plan for improvement within a reasonable time frame.
 - d. **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 distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
 - 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~~ Performance-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 “meets standards of performance” 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 Performance”** 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. August/January
Peer evaluators are selected.~~
- 1. August-September/January-February
Evaluators are selected. Orientation to evaluation for TRC and probationary faculty members is conducted (See Appendices A and B.)
- 2. September/February
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 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.)~~

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. September-~~November~~ ~~October~~/February-April ~~March~~

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. November/April

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. December/May

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 Portfolio** shall be forwarded to the college president.
- c. The **President** reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The **President** may disagree with the TRC's recommendation.

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

- d. The **President** submits the summary report to the **Chancellor**.

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

- 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:
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 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 evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.
- ~~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 evaluatee;
 - e. completing the summary checklist and summary report;
 - f. ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
 - g. ensuring that the committee determines whether other duties related to the evaluatee’s teaching load ought to be addressed/evaluated.
 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.
3. Observations shall be scheduled at least one week in advance with the *mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation **Plan 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 evaluatee 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. August/January
Peer evaluators are selected.
2. August-September/January-February
Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted. (See Appendices A and B.)
3. 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, H-3.~~)
 - 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. November/April
- 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 Agreement 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 Evaluation Procedures for Part-Time Faculty**. ~~receive the document entitled Evaluation Procedures for Part-time Faculty and Faculty Emeritus Employees.~~
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 is needed, the previous evaluation (the one where procedure was violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.**

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 and if necessary recommending a plan for improvement within a reasonable time frame.
- d. **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 distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- 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/sub-area 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.~~

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 Agreement 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).~~

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.

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 _____

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.

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.~~
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.
7. ~~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.
7. ~~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.~~

**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 SA is equated with "Exceeds standards of performance," A equals "Meets standards of performance," D equals "Below standards of performance," and SD 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.~~

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

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

~~2. Included in the syllabus a description of course content, the times and places where office hours are held, the means by which the work of students shall be evaluated, grading standards and other relevant information.~~

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

~~3. Consistently began class at the scheduled time and taught for the entire class period.~~

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

~~4. Demonstrated competence in providing articulation information to counseling and instructional faculty and, appropriate staff as it relates to curriculum development and revision.~~

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

5. Presented material which conforms with existing course outlines.

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

6. Displayed expertise in subject matter appropriate to the assigned discipline(s).

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

7. When presenting controversial material, did so in a balanced manner acknowledging contrary views.

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

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

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

9. Conducted classes in such as to stimulate student.

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

10. Fairly evaluated students' work using clear, explicit criteria relevant to the subject matter, as stipulated in the course outline of record.

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

11. Maintained accurate records and submitted reports such as grade and census rosters according to published deadlines.

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

12. Assessed students as specified in the course syllabus.

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

13. Provided regular feedback to students.

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

14. Consistently returned course work within two weeks of collecting work.

	*Student Review	Tenure/ Peer Review	Self Eval.	Overall Perfor- 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. Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation.

	*Student Review	*Tenure/ Peer Review	Self Eval.	Overall Perfor- 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 view, different from the instructor's.

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

3. Treated students fairly and politely.

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

4. Was attentive to students' questions and comments and was clear and precise in responding.

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

C. Participated in non classroom professional responsibilities.

1. Attended required management called meetings.

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

2. 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.

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

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

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

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

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

D. Participated in professional growth activities beginning the second year and thereafter. These may include the following:

1. 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, artistic exhibits or performances, internship, classroom research, community involvement related to academic area.

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

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.

Name of Faculty Member _____
Evaluation Period _____
Committee Chair _____

(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.~~

	<u>*Student</u> <u>Review</u>	<u>Faculty</u> <u>Review</u>	<u>Self</u> <u>Eval.</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

~~2. Included in the syllabus a description of course content, the times and places where office hours are held, the means by which the work of students shall be evaluated, grading standards and other relevant information.~~

	<u>Student</u> <u>Review</u>	<u>*Faculty</u> <u>Review</u>	<u>Self</u> <u>Eval.</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

~~3. Consistently began class at the scheduled time and taught for the entire class period.~~

	<u>*Student</u> <u>Review</u>	<u>*Faculty</u> <u>Review</u>	<u>Self</u> <u>Eval.</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

5. Presented material which conforms with existing course outlines.

	Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

6. Displayed expertise in subject matter appropriate to the assigned discipline(s).

	Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

7. When presenting controversial material, did so in a balanced manner acknowledging contrary views.

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student Review	*Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

9. Conducted classes in such as to stimulate thinking by students.

	*Student Review	*Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

10. Fairly evaluated students' work using clear, explicit criteria relevant to the subject matter, as stipulated in the course outline of record.

	*Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

11. Maintained accurate records and submitted reports such as grade and census rosters according to published deadlines.

	*Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

12. Assessed students as specified in the course syllabus.

	*Student Review	Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

13. Provided regular feedback to students.

	*Student Review	Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

14. Consistently returned course work within two weeks of collecting work.

	*Student Review	Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

B. Recognized the rights of students.

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

	*Student Review	*Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

2. _____ Recognized the right of students to have points of view, different from the instructor's.

	<u>*Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

3. _____ Treated students fairly and politely.

	<u>*Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>Mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

4. _____ Was attentive to students' questions and comments and was clear and precise in responding.

	<u>*Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>Mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

C. _____ Participated in non-classroom professional responsibilities.

1. _____ Attended required management called meetings.

	<u>Student</u>	<u>Faculty</u>	<u>*Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

2. Served on departmental/subarea/division/area, college, or district committee(s).

	Student	Faculty	*Self	Overall
	Review	Review	Eval.	Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student	Faculty	*Self	Overall
	Review	Review	Eval.	Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student	Faculty	*Self	Overall
	Review	Review	Eval.	Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
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;
 - college, district, and/or statewide committees;
 - conferences and workshops, had artistic exhibits or performances, completed an internship, conducted classroom research, participated in community involvement related to academic area;

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

	Student	Faculty	*Self	Overall
	Review	Review	Eval.	Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement		
Comments	_____			

**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.

	<u>*Student Review</u>	<u>Faculty Management Review</u>	<u>Overall Perfor- mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

2. Included in the syllabus a description of course content, the times and places where office hours are held, the means by which the work of students shall be evaluated, grading standards and other relevant information.

	<u>Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Perfor- mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

3. Consistently began class at the scheduled time and taught for the entire class period.

	<u>*Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Perfor- mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	*Student Review	*Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

5. Presented material which conforms with existing course outlines.

	Student Review	*Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

6. Displayed expertise in subject matter appropriate to the assigned discipline(s).

	Student Review	*Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

7. When presenting controversial material, did so in a balanced manner acknowledging contrary views.

	*Student Review	*Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	*Faculty	Overall
Student	Management	Perfor-
Review	Review	mance

Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

9. Conducted classes in such as to stimulate thinking by students.

	*Faculty	Overall
*Student	Management	Perfor-
Review	Review	mance

Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

10. Fairly evaluated students' work using clear, explicit criteria relevant to the subject matter, as stipulated in the course outline of record.

	Faculty	Overall
*Student	Management	Perfor-
Review	Review	mance

Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

11. Maintained accurate records and submitted reports such as grade and census rosters according to published deadlines.

	Faculty	Overall
Student	Management	Perfor-
Review	Review	mance

Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

12. Assessed students as specified in the course syllabus.

	*Student Review	Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

13. Provided regular feedback to students.

	*Student Review	Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

14. Consistently returned course work within two weeks of collecting work.

	*Student Review	Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

B. Recognized the rights of students.

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

	*Student Review	*Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

2. _____ Recognized the right of students to have points of view, different from the instructor's.

	<u>*Student</u>	<u>*Faculty</u>	<u>Overall</u>
	<u>Review</u>	<u>Management</u>	<u>Perfor-</u>
		<u>Review</u>	<u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement	
Comments	_____		

3. _____ Treated students fairly and politely.

	<u>*Student</u>	<u>*Faculty</u>	<u>Overall</u>
	<u>Review</u>	<u>Management</u>	<u>Perfor-</u>
		<u>Review</u>	<u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement	
Comments	_____		

4. _____ Was attentive to students' questions and comments and was clear and precise in responding.

	<u>*Student</u>	<u>*Faculty</u>	<u>Overall</u>
	<u>Review</u>	<u>Management</u>	<u>Perfor-</u>
		<u>Review</u>	<u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement	
Comments	_____		

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.

APPENDIX E-2

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**.

APPENDIX E-4

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 SA is equated with "Exceeds standards of performance," A equals "Meets standards of performance," D equals "Below standards of performance," and SD 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.

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

2. Used counseling skills appropriate to the counseling session.

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

3. Clarified the counseling needs of students, being both attentive to student questions and comments as well as clear and precise in response.

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

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

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

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

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

6. Provided students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.

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

7. Maintained accurate records and submitted reports such as individual educational plan (IEP) according to published deadlines.

	Student Review	Tenure/ Peer Review	*Self Eval.	Overall Perfor- 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. Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation in counseling methods and techniques.

	Student Review	*Tenure/ Peer Review	Self Eval.	Overall Perfor- 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 view different from the counselor's.

	<u>*Student</u>	<u>*Tenure/</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Peer</u>	<u>Eval.</u>	<u>Perfor-</u>
		<u>Review</u>	<u>Eval.</u>	<u>mance</u>
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 circumstances of individual students.

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

4. Treated students fairly and politely.

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

C. Participated in non-classroom professional responsibilities.

1. Attended required management called meetings.

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

2. 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.

	Student Review	Tenure/ Peer Review	*Self Eval.	Overall Perfor- mance
Exceeds standards of performance	_____	_____	_____	_____
Meets standards of performance	_____	_____	_____	_____
Below standards of performance	_____	_____	_____	_____
Unacceptable standards of performance	_____	_____	_____	_____
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;
3. conferences and workshops, internships, classroom research, community involvement related to professional area.

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

**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 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 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 Faculty Member _____

Evaluation Period _____

Committee Chair _____

SUMMARY CHECKLIST FOR REGULAR COUNSELORS Page 2

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

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

	<u>Student</u>	<u>Faculty</u>	<u>*Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

2. Utilized counseling skills appropriate to the counseling session.

	<u>Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

3. Clarified the counseling interview objectives, being both attentive to student questions and comments as well as clear and precise in response.

	<u>*Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	<u>*Student Review</u>	<u>*Faculty Review</u>	<u>Self Eval.</u>	<u>Overall Perfor- mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	<u>Student Review</u>	<u>*Faculty Review</u>	<u>Self Eval.</u>	<u>Overall Perfor- mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

6. Provided students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.

	<u>*Student Review</u>	<u>*Faculty Review</u>	<u>Self Eval.</u>	<u>Overall Perfor- mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

7. Maintained accurate records and submitted reports such as individual educational plan (IEP) according to published deadlines.

	<u>Student Review</u>	<u>Faculty Review</u>	<u>*Self Eval.</u>	<u>Overall Perfor- mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

B. Recognized the rights of students.

1. Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation in counseling methods and techniques.

	Student Review	*Faculty Review	Self Eval.	Overall Performance
--	-------------------	--------------------	---------------	------------------------

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____

Satisfactory Needs improvement

Comments _____

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

	*Student Review	*Faculty Review	Self Eval.	Overall Performance
--	--------------------	--------------------	---------------	------------------------

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____

Satisfactory Needs improvement

Comments _____

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

	*Student Review	*Faculty Review	Self Eval.	Overall Performance
--	--------------------	--------------------	---------------	------------------------

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____

Satisfactory Needs improvement

Comments _____

4. Treated students fairly and politely.

	*Student Review	*Faculty Review	Self Eval.	Overall Performance
--	--------------------	--------------------	---------------	------------------------

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____

Satisfactory Needs improvement

Comments _____

C. Participated in non-classroom professional responsibilities.

1. Attended required management-called meetings.

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

2. Served on departmental/subarea/division/area, college, or district committee(s).

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
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 completed occupational training;
2. college, district, and/or statewide committees;
3. conferences and workshops, internships, classroom research, community involvement related to professional area.

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student	Faculty	*Self	Overall
	Review	Review	Eval.	Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement		
Comments	_____			

APPENDIX E-7

**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 _____

Evaluation Period _____

Committee Chair _____

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

A. ~~_____ Demonstrated competence in performing counseling procedures.~~

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

	<u>Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments _____	_____		
_____	_____		
_____	_____		

2. _____ Used counseling skills appropriate to the counseling session.

	<u>Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments _____	_____		
_____	_____		
_____	_____		

3. _____ Clarified the counseling interview objectives, being both attentive to student questions and comments as well as clear and precise in response.

	<u>*Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments _____	_____		
_____	_____		
_____	_____		

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

	<u>*Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	<u>Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

6. Provided students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.

	<u>*Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

7. Maintained accurate records and submitted reports such as individual educational plan (IEP) according to published deadlines.

	<u>Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

B. Recognized the rights of students.

1. Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation in counseling methods and techniques.

	Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	*Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	Student Review	Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

4. Treated students fairly and politely.

	Student Review	Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

APPENDIX F-1

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.

APPENDIX F-2

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.**

APPENDIX F-4

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 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 SA is equated with "Exceeds standards of performance," A equals "Meets standards of performance," D equals "Below standards of performance," and SD 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.

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

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

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

3. Provided consultation on library resources with faculty, students, staff, managers and others requesting library services.

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

4. Treated colleagues fairly and politely as fellow professionals and was considerate in dealings with other college staff.

	*Student Review	*Tenure/ Peer Review	Self Eval.	Overall Perfor- 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. Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation.

	Student Review	*Tenure/ Peer Review	Self Eval.	Overall Perfor- 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 view different from the librarian's.

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

3. Treated students fairly and politely.

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

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

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

C. Participated in non-library professional responsibilities.

1. Attended required management called meetings.

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

2. 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.

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

D. Participated in professional growth activities beginning the second year and thereafter. 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 Review	Tenure/ Peer Review	*Self Eval.	Overall Perfor- mance
Exceeds standards of performance	_____	_____	_____	_____
Meets standards of performance	_____	_____	_____	_____
Below standards of performance	_____	_____	_____	_____
Unacceptable standards of performance	_____	_____	_____	_____
Comments	_____			

**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 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.

	Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement		
Comments _____				

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

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement		
Comments _____				

3. Provided consultation on library resources with faculty, students, staff, managers and others requesting library services.

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement		
Comments _____				

4. Treated colleagues fairly and politely as fellow professionals and was considerate in dealings with other college staff.

	<u>*Student Review</u>	<u>*Faculty Review</u>	<u>Self Eval.</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

B. Recognized the rights of students.

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

	<u>Student Review</u>	<u>*Faculty Review</u>	<u>Self Eval.</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	<u>*Student Review</u>	<u>Faculty Review</u>	<u>Self Eval.</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

3. Treated students fairly and politely.

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

C. Participated in non library professional responsibilities.

1. Attended required management called meetings.

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

2. 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.

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
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 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.

	<u>Student</u> <u>Review</u>	<u>Faculty</u> <u>Review</u>	<u>*Self</u> <u>Eval.</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	<u>Student</u> <u>Review</u>	<u>Faculty</u> <u>Review</u>	<u>*Self</u> <u>Eval.</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

APPENDIX F-7

**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 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.

	Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

3. Provided consultation on library resources with faculty, students, staff, managers and others requesting library services.

	*Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

4. Treated colleagues fairly and politely as fellow professionals and was considerate in dealings with other college staff.

	<u>*Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

B. Recognized the rights of students.

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

	<u>Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	<u>*Student</u> <u>Review</u>	<u>Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

3. Treated students fairly and politely.

	<u>*Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	<u>*Student</u>	<u>*Faculty</u>	<u>Overall</u>
	<u>Review</u>	<u>Management</u>	<u>Perfor-</u>
		<u>Review</u>	<u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement	
Comments	_____		

**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.

APPENDIX G-2

**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.
3. ~~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.~~

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, 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 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.~~

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

~~2. Displayed expertise in techniques designed to enhance learning.~~

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

~~3. Diagnosed and provided verification of learning disabilities and determined eligibility for services in accordance with state guidelines.~~

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

~~4. Met individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.~~

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

5. Developed a prescriptive individual education plan for each student detailing appropriate support services.

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

6. Taught students how to apply learning strategies particularly suited to their individual needs in order to determine goals.

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

7. Helped students gain greater independence in an academic environment.

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

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

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

9. Worked effectively with professionals in state and local agencies.

	Student Review	Tenure/ Peer Review	*Self Eval.	Overall Perfor- 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.

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

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

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

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

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

4. Communicated diagnostic information to students in a manner which helped them maximize their strengths.

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

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

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

6. Treated students fairly and politely.

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

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

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

C. Participated in non-classroom professional responsibilities.

1. Attended required management-called meetings.

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

2. 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.

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

D. Participated in professional growth activities beginning the second year and thereafter. 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;
3. conferences and workshops, internships, classroom research, community involvement related to professional area.

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

**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.~~

	<u>Student</u>	<u>Faculty</u>	<u>*Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

~~2. Displayed expertise in techniques designed to enhance learning.~~

	<u>Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

~~3. Diagnosed and provided verification of learning disabilities and determined eligibility for services in accordance with state guidelines.~~

	<u>Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

4. Met individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.

	Student Review	*Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

5. Developed a prescriptive individual education plan for each student detailing appropriate support services.

	Student Review	*Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

6. Taught students how to apply learning strategies particularly suited to their individual needs in order to determine goals.

	Student Review	*Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

7. Helped students gain greater independence in an academic environment.

	*Student Review	Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

9. Worked effectively with professionals in state and local agencies.

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

B. Recognized the rights of students.

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

	Student Review	*Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	*Student Review	*Faculty Review	Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- Mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

4. Communicated diagnostic information to students in a manner which helped them maximize their strengths.

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- Mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- Mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

6. Treated students fairly and politely.

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- Mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- Mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

C. Participated in non-classroom professional responsibilities.

1. Attended required management-called meetings.

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

2. Served on departmental/subarea/division/area, college, or district committee(s).

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
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 completed occupational training;

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

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

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

APPENDIX G-7

**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.~~

	<u>Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

2. ~~Displayed expertise in techniques designed to enhance learning.~~

	<u>Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

3. ~~Diagnosed and provided verification of learning disabilities and determined eligibility for services in accordance with state guidelines.~~

	<u>Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

4. Met individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.

	<u>*Student Review</u>	<u>Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

5. Developed a prescriptive individual education plan for each student detailing appropriate support services.

	<u>Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

6. Taught students how to apply learning strategies particularly suited to their individual needs in order to determine goals..

	<u>Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

7. Helped students gain greater independence in an academic environment.

	<u>*Student Review</u>	<u>Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

B. Recognized the rights of students.

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

	<u>Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	<u>*Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	<u>*Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

4. Communicated diagnostic information to students in a manner which helped them maximize their strengths.

	<u>*Student</u> <u>Review</u>	<u>*Faculty</u> <u>Management</u> <u>Review</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	*Student Review	*Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

6. Treated students fairly and politely.

	*Student Review	*Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	*Student Review	*Faculty Management Review	Overall Perfor- mance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

**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 Faculty Member _____
 Time and 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 the spaces provided.

	S A	A	D	S D	N A	COMMENTS
1. Demonstrated sensitivity to the student's unique needs in light of his/her disability.						
2. Developed a prescriptive individual education plan for each student detailing appropriate support services.						
3. Displayed skill in establishing rapport with a diverse population of students.						
4. Was responsive to the needs and special circumstances of individual students.						
5. Recognized the right of students to have points of view different from the instructor's.						
6. Communicated diagnostic information in a manner which helped maximize student strengths.						
7. Did not discriminate based on age, gender, disability, nationality, race, religion, or sexual orientation.						
8. Treated students fairly and politely.						
9. 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
1. The specialist was helpful in providing me with information and support. (A7)*						
2. The specialist has helped me to understand my strengths. (A4)						
3. The specialist understood my academic and personal needs. (B2)						
4. The specialist helped me develop a prescriptive educational plan and encouraged me to seek other sources of support on campus. (A7)						
5. The specialist recognized my point of view. (B3)						
6. The specialist encouraged me to be an active participant in my classes and at the college. (A4)						
7. 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.~~

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

2. Demonstrated sensitivity to the student's unique needs in light of his/her disability.

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

~~3. Met individually with students to discuss their goals, accommodations, and academic needs.~~

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

~~4. Helped students gain greater independence in an academic environment.~~

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

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

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

6. _____ Worked effectively with professionals in state and local agencies.

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

7. _____ Developed a prescriptive education plan for each student detailing appropriate support services.

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

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

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

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

	<u>Student</u> <u>Review</u>	<u>Tenure/</u> <u>Peer</u> <u>Review</u>	<u>*Self</u> <u>Eval.</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
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.

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

11. Performed a variety of duties associated with the transfer and/or vocational placement of physical and communication disabled students.

	<u>Student</u> <u>Review</u>	<u>Tenure/</u> <u>Peer</u> <u>Review</u>	<u>*Self</u> <u>Eval.</u>	<u>Overall</u> <u>Perfor-</u> <u>mance</u>
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.

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

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

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

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

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

4. Communicated diagnostic information to students in a manner which helped them maximize their strengths.

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

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

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

6. Treated students fairly and politely.

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

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

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

C. Participated in non-classroom professional responsibilities.

1. Attended required management called meetings.

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

2. 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.

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

D. ~~Participated in professional growth activities beginning the second year and thereafter. 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;~~
- ~~3. conferences and workshops, internships, classroom research, community involvement related to professional area.~~

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

APPENDIX H-6

**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 Faculty 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.

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement		
Comments _____				

2. Demonstrated sensitivity to the student's unique needs in light of his/her disability.

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement		
Comments _____				

3. Met individually with students to discuss their goals, accommodations, and academic needs.

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs improvement		
Comments _____				

4. Helped students gain greater independence in an academic environment.

	*Student Review	Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

6. Worked effectively with professionals in state and local agencies.

	Student Review	Faculty Review	*Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

7. Developed a prescriptive education plan for each student detailing appropriate support services.

	*Student Review	*Faculty Review	Self Eval.	Overall Perfor- mance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
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	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

11. Performed a variety of duties associated with the transfer and/or vocational placement of physical and communication disabled students.

	Student Review	Faculty Review	*Self Eval.	Overall Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

B. Recognized the rights of students.

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

	Student Review	*Faculty Review	Self Eval.	Overall Performance
--	-------------------	--------------------	---------------	------------------------

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	*Student Review	*Faculty Review	Self Eval.	Overall Performance
--	--------------------	--------------------	---------------	------------------------

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	*Student Review	*Faculty Review	Self Eval.	Overall Performance
--	--------------------	--------------------	---------------	------------------------

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

4. Communicated diagnostic information to students in a manner which helped them maximize their strengths.

	*Student Review	*Faculty Review	Self Eval.	Overall Performance
--	--------------------	--------------------	---------------	------------------------

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	<u>*Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>Mance</u>

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____

Satisfactory Needs improvement

Comments _____

6. Treated students fairly and politely.

	<u>*Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>Mance</u>

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____

Satisfactory Needs improvement

Comments _____

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

	<u>*Student</u>	<u>*Faculty</u>	<u>Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>Mance</u>

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____

Satisfactory Needs improvement

Comments _____

C. Participated in non classroom professional responsibilities.

1. Attended required management called meetings.

	<u>Student</u>	<u>Faculty</u>	<u>*Self</u>	<u>Overall</u>
	<u>Review</u>	<u>Review</u>	<u>Eval.</u>	<u>Perfor-</u>
				<u>mance</u>

Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____

Satisfactory Needs improvement

Comments _____

2. Served on departmental/subarea/division/area, college, or district committee(s).

	Student	Faculty	*Self	Overall
	Review	Review	Eval.	Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

- 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;
- college, district, and/or statewide committees;
- conferences and workshops, internships, classroom research, community involvement related to professional area.

	Student	Faculty	*Self	Overall
	Review	Review	Eval.	Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

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

	Student	Faculty	*Self	Overall
	Review	Review	Eval.	Performance
Strongly agree	_____	_____	_____	_____
Agree	_____	_____	_____	_____
Disagree	_____	_____	_____	_____
Strongly disagree	_____	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement			
Comments	_____			

**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 <u>Review</u>	*Faculty <u>Management</u> <u>Review</u>	Overall <u>Perfor-</u> <u>mance</u>
Strongly agree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Agree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Disagree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Strongly disagree	<u>_____</u>	<u>_____</u>	<u>_____</u>
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	<u>_____</u>		
	<u>_____</u>		
	<u>_____</u>		

2. ~~Demonstrated sensitivity to the student's unique needs in light of his/her disability.~~

	*Student <u>Review</u>	*Faculty <u>Management</u> <u>Review</u>	Overall <u>Perfor-</u> <u>mance</u>
Strongly agree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Agree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Disagree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Strongly disagree	<u>_____</u>	<u>_____</u>	<u>_____</u>
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	<u>_____</u>		
	<u>_____</u>		
	<u>_____</u>		

3. ~~Met individually with students to discuss their goals, accommodations, and academic needs.~~

	Student <u>Review</u>	*Faculty <u>Management</u> <u>Review</u>	Overall <u>Perfor-</u> <u>mance</u>
Strongly agree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Agree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Disagree	<u>_____</u>	<u>_____</u>	<u>_____</u>
Strongly disagree	<u>_____</u>	<u>_____</u>	<u>_____</u>
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	<u>_____</u>		
	<u>_____</u>		
	<u>_____</u>		

4. Helped students gain greater independence in an academic environment.

	<u>*Student Review</u>	<u>Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

5. Developed a prescriptive education plan for each student detailing appropriate support services.

	<u>Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	<u>Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	<u>Student Review</u>	<u>*Faculty Management Review</u>	<u>Overall Performance</u>
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

8. Performed a variety of duties associated with the transfer and/or vocational placement of physical and communication disabled students.

	Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

B. Recognized the rights of students.

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

	Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	*Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

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

	*Student Review	*Faculty Management Review	Overall Performance
Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs improvement		
Comments	_____		

4. Communicated diagnostic information to students in a manner which helped them maximize their strengths.

	<u>*Student</u>	<u>*Faculty</u>	<u>Overall</u>
	<u>Review</u>	<u>Management</u>	<u>Perfor-</u>
		<u>Review</u>	<u>mance</u>

Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____

Satisfactory Needs improvement

Comments _____

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

	<u>*Student</u>	<u>*Faculty</u>	<u>Overall</u>
	<u>Review</u>	<u>Management</u>	<u>Perfor-</u>
		<u>Review</u>	<u>mance</u>

Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____

Satisfactory Needs improvement

Comments _____

6. Treated students fairly and politely.

	<u>*Student</u>	<u>*Faculty</u>	<u>Overall</u>
	<u>Review</u>	<u>Management</u>	<u>Perfor-</u>
		<u>Review</u>	<u>mance</u>

Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____

Satisfactory Needs improvement

Comments _____

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

	<u>*Student</u>	<u>*Faculty</u>	<u>Overall</u>
	<u>Review</u>	<u>Management</u>	<u>Perfor-</u>
		<u>Review</u>	<u>mance</u>

Strongly agree	_____	_____	_____
Agree	_____	_____	_____
Disagree	_____	_____	_____
Strongly disagree	_____	_____	_____

Satisfactory Needs improvement

Comments _____

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 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, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training~~

~~servicing 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/CGCCD 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~~

~~servicing 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/CGCCD 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;~~

~~servicing 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 UF/CCCGD 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;~~

~~servicing 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:

Method of monitoring progress

List dates and evidence of documented progress

Signature of Chair Tenure Review Committee _____

Probationary Faculty Member _____

APPENDIX L

APPENDIX M

APPENDIX N

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 plan):

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
- 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 Panel Members

_____ UF Representative

_____ Academic Senate Representative

_____ Management Representative