

ART. 15. TENURED FACULTY EVALUATION.

15A. Purpose

The purpose of faculty evaluation is to provide students the best quality education possible, in the context of the objectives of each instructional area, each college, and the District. This is achieved through the professional growth and development of all persons involved in the evaluation. The evaluation process is designed to assist faculty in examining their objectives, techniques, and accomplishments, and to provide a means to recognize outstanding performance, a means to identify areas in which changes might prove beneficial to students' learning, and a two-way channel of communication about program needs. Since the evaluation process facilitates communication among peers, it serves to promote the professional development of evaluation team members and evaluatees. This policy conforms to the provisions of AB 1725 and Sections 87663 and 87664 of the Education Code.

15B. Guiding Principles

15B.1 Non-discrimination

The evaluators shall not consider information about the private life, religious, political and/or organizational affiliations, or sexual preferences of the evaluatee.

15B.2 Use of Anonymous Materials

No anonymous letters or material shall, in any form, be used in the evaluation process except that student evaluations of instructors done on negotiated student evaluation forms shall be anonymous in order to protect the identity of the student.

15B.3 Forms

Only those forms that have been negotiated shall be used in the evaluation process.

See appendices:

[Evaluation: Counselor Evaluation Form Student Survey](#)

[Evaluation: Counselor Performance Observation Form](#)

[Evaluation: Institutional Researcher: Client Survey Form](#)

[Evaluation: Librarian Performance Observation Form](#)

[Evaluation: Library Orientation: Student Survey Form](#)

[Evaluation: Observation of Instruction Form Online Class](#)

[Evaluation: Observation of Instruction Form: Math X](#)

[Evaluation: Observation of Instruction Form: Face to Face Class](#)

[Evaluation: Student Response to Instruction Form Face to Face Class](#)

[Evaluation: Student Response to Instruction Form Online Class](#)

15B.4 Written Responses

The evaluatee has the right to respond in writing to the evaluation(s). Written responses shall become part of the evaluatee's Personnel File.

15B.5 Non-retaliation

There shall be no retaliation against a tenured faculty member who voices an opinion or files a signed written opinion.

15B.6 Retention Data

Retention data may be used to alert the evaluators that the faculty person needs to develop strategies to retain students. Retention data shall not be the basis for an unsatisfactory evaluation.

| **15C. Faculty Standards for All Tenured Faculty**

15C.1 Forward

Faculty at Chabot College and Las Positas College have been selected with considerable care and with particular attention to their ability to give freely of their knowledge and talents to students. Each faculty member is asked to assume the personal and professional obligations which inhere in a career as college teacher, counselor, librarian, or faculty on special assignment. The faculty are expected to meet the faculty standards by demonstrating excellence: in working with students; in collegial participation; in professional and personal enrichment; and in professional responsibilities.

15C.2 Excellence in Working with Students

- a. Knowing their subject fields in depth, to keep up-to-date and to be alert to new materials in the literature;
- b. Challenging students and setting high expectations with full knowledge of the diversity of human qualities and learning styles;
- c. Demonstrating sensitivity in working with students, including those of diverse racial and ethnic backgrounds, sexual orientations, and abilities; and
- d. Creating opportunities for students to assume responsibility for their own learning.

15C.3 Collegial Participation

Collegial participation is defined as a unit member contributing to a collaborative, respectful working environment with all staff. Some areas in which collegial participation can be demonstrated include, but are not limited to, the following:

- a. Developing curriculum;

- b. Recommending organizational policies;
- c. Assessing program needs and effectiveness;
- d. Participating in appropriate collegial governance, committees, and campus life;
- e. In team taught courses or any course taught by a group of faculty, cooperating with the majority of the faculty team with respect to instructional delivery, student evaluation, and use of support materials, including texts and documents; and
- f. Collaborating in curriculum development and the accreditation process.

15C.4 Professional and Personal Enrichment

- a. Participating regularly in self-initiated professional development activities such as classes, workshops, conferences, seminars or professional meetings; and/or
- b. Publishing, making conference presentations, presenting artistic exhibits, giving performances, researching, becoming involved in community matters relevant to the academic area.

15C.5 Professional Responsibilities

Faculty members are expected also to fulfill the specific requirements listed below:

- a. Attend and participate in college-wide meetings, division meetings, college/district standing committees, subdivision and/or task force meetings;
- b. Participate in orientation, commencement, and on-campus staff development activities;
- c. Participate in program and subject area improvement tasks, such as revising and developing curricula, program review, articulation, and mentoring students and Part-time (Adjunct) faculty member;
- d. Meet deadlines and submittal of discipline plans, schedules, grades and census reports; and
- e. Where appropriate participate in advisory committees and maintain contacts with other educational institutions, organizations, businesses or industry.

Discretionary professional activities include but are not limited to holding memberships in the Faculty Senates, joint College/District/Faculty Association Committees, College/District ad hoc committees, regional, state, national or international professional organizations, and/or student clubs or activity advising. Faculty may also participate in outreach/marketing activities to other educational segments and the community.

15C.6 Additional Specific Standards for Instructional Faculty

- a. Delivering coherent lectures;
- b. Creating assignments that serve instructional goals;
- c. Creating exams and/or other evaluative assignments that test for mastery of course content;
- d. Creating course materials that serve instructional goals;
- e. Organizing course content so that it encompasses authorized course outlines;
- f. Identifying basic and essential concepts and developing pertinent materials and strategies that will assist students in understanding the core subject matter consistent with the official course outline;
- g. Preparing carefully and organizing a course of instruction which adheres to the objectives and suggested materials listed in the course outline, and which encourages student use of campus resource centers and laboratories. If faculty within a team teaching (see [Article 10D.2.e](#) for definition) class have adopted a required text, that text must be used unless the faculty in the affected class agree to an exception;
- h. Teaching with imagination, vigor, and clarity, attempting to provide a framework of learning which consciously places topics in a well-knit relationship one to the other;
- i. Applying new technologies in the delivery of instruction where appropriate; and
- j. Working collaboratively in the enrollment management process as described in [Article 29: Enrollment Management](#).

15C.7 Additional Specific Standards for Counselors

- a. Working in and supporting a collaborative Counseling Division team environment;
- b. Demonstrating a wide variety of counseling skills (listening, interviewing, trusting, encouraging, flexible, resourceful, fair) and counseling techniques while providing academic, career, and personal counseling services;
- c. Demonstrating a high degree of accuracy when providing information concerning college/university transfer, degree requirements, college/district procedures and course curriculum;
- d. Applying new technologies in the delivery of counseling services;
- e. Developing and implementing new/revised projects, programs, and activities in accordance with the Counseling Divisions' Adopted Goals and Objectives;
- f. Developing liaisons between the Counseling Division and Instructional Divisions, serving on committees, and achieving familiarity with College and District goals and policies;

- g. When applicable to a particular coordination assignment, demonstrating leadership and advocacy in collaboration with other staff in a particular unit;
- h. When applicable to a particular coordination assignment, demonstrating planning and vision in delivering counseling and student support services; and
- i. Working collaboratively in the enrollment management process as described in [Article 29: Enrollment Management](#).

15C.8 Additional Specific Standards for Library Faculty

- a. Working in and supporting a collaborative team environment;
- b. Developing and implementing new/revised projects, programs and plans in accordance with the Adopted Goals and Objectives of the Learning Resources Program;
- c. Promoting student and staff access to use of the library through comprehensive reference service and bibliographic instruction;
- d. Contributing to building, organizing, and maintaining library collections, including implementing electronic access to information;
- e. Teaching students in class orientations, individually, and through Library Skills courses;
- f. Developing liaisons between the library and instructional faculty, serving on committees and achieving familiarity with College and District goals and policies;
- g. Applying new technologies in the delivery of library services; and
- h. Working collaboratively in the enrollment management process as described in [Article 29: Enrollment Management](#).

15C.9 Additional Specific Standards for Instructors on Special Assignment/Coordinator Assignment

In consultation with the evaluatee and the supervisor, the Committee will develop standards appropriate to each Instructor on Special Assignment/Coordinator Assignment as his/her primary duty. The standards shall be clearly related to the special assignment/coordinator assignment and comparable in their level of specificity to the standards described above for the other categories of faculty. The standards shall be approved in writing by the appropriate Vice-President, within three weeks of the first day of service. Where appropriate, working collaboratively in the enrollment management process as described in [Article 29: Enrollment Management](#) is an expectation.

15D. Frequency and Timeline

There are two different types of evaluation: regular and non-scheduled. Each type must follow the standards and timelines articulated in this Article.

All tenured faculty will undergo a regular evaluation once every three (3) years. This regular evaluation cannot be deferred except by a negotiated agreement between the District and the Faculty Association.

A non-scheduled evaluation will only occur under the conditions stated in [Article 15.D.2](#) below. The process for an unscheduled evaluation is the same as for a regular evaluation except for the special expectations articulated in [Article 15D.2](#) and Article [15D.3a](#) below.

15D.1 Regular Evaluation.

Evaluation for an individual faculty member shall occur once every three years.

15D.2 Non-Scheduled Evaluations.

If the Vice President for Academic Services or Student Services becomes aware of faculty performance issues which appear to indicate a need for improvement, the Vice President shall consult with the faculty members' most recent Peer Review Committee, and the Committee will consider and may recommend options for a follow-up non-scheduled evaluation. It is understood that this non-scheduled evaluation will take place out of sequence from the three (3) year evaluation cycle described in [Article 15D.1](#) above. A meeting with the faculty member and the Committee shall occur prior to any recommendation for a non-scheduled evaluation.

15D.3 Timelines for Scheduled and Non-Scheduled Evaluations.

The entire evaluation shall take place within a single semester, with the documents to the Vice President by the end of the semester. The following timeline shall be observed during the semester in which the review takes place:

- a. For non-scheduled application only: Identification of, and notice to, an evaluatee and their most recent evaluation committee within 30 days of the date upon which the Vice President became aware of issues nominally indicating a need for improvement (applies to non-scheduled evaluation only);
- b. Submission by the Peer Review Committee of their Peer Review Report, to the evaluatee, in a private confidential meeting, by the end of the semester; and
- c. A copy of the Peer Review Committee's Report and all supporting documents, with the evaluatee's response, shall be routed to the Dean, Vice President and President, and then forwarded to the evaluatee's District Personnel Folder.

15E. Evaluation Components and Procedures

Training sessions for performing evaluations shall be conducted on an annual basis as part of Faculty Association activities. Each Division Dean shall be required, by the end of the third week of the academic year, to submit a schedule for conducting tenured faculty evaluations to the appropriate Vice-President.

The training shall be conducted by the Faculty Association at each college and shall consist of the following:

- a. Following the stated timelines in this Article;
- b. Providing guidelines for the use of the negotiated evaluation forms.

The tenured evaluation process is faculty driven and detailed below.

15E.1 Professional Review Report.

Prepared by the tenured faculty member being reviewed and submitted to the Peer Review Committee (three to eight pages): an assessment of performance in relation to each of the Faculty Standards:

- a. Excellence in Working with Students;
- b. Collegial Participation;
- c. Professional and Personal Enrichment;
- d. Professional Responsibilities;
- e. Additional Specific Standards, if applicable; and
- f. Discussion of achievements as well as problems or issues.

15E.2 Supporting Materials (attached to Professional Review Report)

All supporting materials, as defined in Sections a, b, and c below, shall pertain to the timeframe since the last scheduled evaluation.

- a. Course syllabi used by the instructor in two or more courses. For counselors and librarians, any materials developed by the counselor or librarian, and distributed to students may be included. For faculty on special assignment, similar supplementary documentation will be expected.
- b. Negotiated student evaluation forms from at least two different classes sections or counseling, librarian or special assignment observations. (See Appendices: [Evaluation: Counselor Evaluation Form: Student Survey](#), [Evaluation: Library Orientation: Student Survey Form](#), [Evaluation: Student Response to Instruction Form Face to Face Class](#), [Evaluation: Student Response to Instruction Form Online Class](#).)
- c. Additional supporting materials may include work site visitations, completed final exams or class projects; retention data; standardized test results; samples of handouts; or other relevant materials.

- d. The supporting materials will be returned to the evaluatee upon completion of the report of the Peer Review Committee and review by the appropriate Vice President.

15F. Peer Review Committee Composition and Role

15F.1 Committee Composition.

a. Regular Evaluation:

The Peer Review Committee shall consist of two tenured faculty members, one of whom shall be from the faculty member's division.

The faculty member's Division-based committee member shall be selected from within the member's Division by a blind Division-based lottery at the first Division meeting of the semester in which the evaluation is to occur. The faculty being evaluated shall have the opportunity to be present at the lottery. Once a faculty member's name has been drawn for service on a Tenured Faculty Evaluation Committee, that faculty member's name shall be set aside and removed from the lottery pool so as to insure that one faculty person will not be drawn more than once unless there are not sufficient number of faculty within the Division to serve on tenured evaluation committees.

Once the first member is determined, the second member shall be a selected by lottery from the faculty member's discipline. Alternatively, if requested by the evaluatee and approved by the Dean, the second member may be selected by second draw from the Division, or by lottery from a specified discipline or disciplines either within or without the Division.

The evaluatee may challenge either committee appointment by requesting a replacement. If the evaluatee so challenges this aspect of the committee make-up, the challenged committee member shall be replaced from the same group and in the same manner as the removed committee member.

b. Non-Scheduled Evaluation:

A three-member Peer Review Committee shall be created. The first member shall be a tenured faculty member selected from within faculty member's division by a blind Division-based lottery in the same manner as described in [Article 15F.1.a](#) above. The second member shall be selected by the faculty member who is being evaluated. This member must be another tenured faculty member or administrator from another Division. The third member shall be a tenured faculty member selected by mutual agreement of the Division Dean and the faculty member who is being evaluated.

15F.2 Committee Responsibilities:

a. Class Visits

Each committee member shall conduct a class visit. The visit shall be announced in advance to the evaluatee, and the evaluatee shall have the right to request the visit be rescheduled. The class visit shall be summarized by the committee member (evaluator) on a negotiated Class Visit Form. The Report shall be a fair and accurate summary report of the facts reported on the Class Visit Form and shall be a fair and accurate summary of the judgment of the committee members. (See Appendices: [Evaluation: Counselor Performance Observation Form](#), [Evaluation: Institutional Researcher: Client Survey Form](#), [Evaluation: Librarian Performance Observation Form](#), [Evaluation: Observation of Instruction Form Online Class](#), [Evaluation: Observation of Instruction Form: Math X](#), [Evaluation: Observation of Instruction Form: Face to Face Class](#).) The Report shall be provided to the evaluatee within twenty (20) working days from the completion of the class visit.

1. If there is a difference of opinion between the two committee members as to performance after the completion of the class visit under [Article 15F.2.a](#), then the two committee members shall make another class visit together which shall be announced in advance and shall complete a negotiated Class Visit Form together to report on this class visit. The Report shall be a fair and accurate report of the facts reported on the Class Visit Form and shall be a fair and accurate summary of the judgment of the committee members. The Report shall be provided to the evaluatee within twenty (20) working days from the completion of the class visit.
2. If there are performance deficiencies remaining after the completion of the class visit in [Article 15F.2a.1](#) above, then an administrator may make another class visit which shall be announced in advance and shall then complete a negotiated Class Visit Form to report on this class visit. The administrator's Report shall be a fair and accurate report of the facts reported on the Class Visit Form and shall be a fair and accurate summary of the judgment of the administrator. (See Appendices: [Evaluation: Counselor Performance Observation Form](#), [Evaluation: Institutional Researcher: Client Survey Form](#), [Evaluation: Librarian Performance Observation Form](#), [Evaluation: Observation of Instruction Form Online Class](#), [Evaluation: Observation of Instruction Form: Math X](#), [Evaluation: Observation of Instruction Form: Face to Face Class](#).) The Report shall be provided to the evaluatee within twenty (20) working days from the completion of the class visit.

b. Summary of Student Surveys

Students shall be surveyed in no fewer than two classes. The committee shall be responsible for the distribution and collection of the surveys. The survey form used shall be a standard negotiated form. (See Appendices: [Evaluation: Counselor Evaluation Form: Student Survey](#), [Evaluation: Library Orientation: Student Survey Form](#), [Evaluation: Student Response to Instruction Form Face to Face Class](#), [Evaluation: Student Response to Instruction Form Online Class](#).) The committee shall compile and analyze, and write a summary of the student surveys, including an item-by-item tally of the responses.

c. Examine and Discuss the Professional Review

The Professional Review ([Article 15E.1](#)) shall be submitted to the Peer Review Committee, which shall meet with the evaluatee to discuss the evaluatee's Professional Review. The discussion will assist the evaluatee in the following ways:

- (1) examining the objectives, techniques, and accomplishments in relation to the Faculty Standards;
- (2) recognizing outstanding performance;
- (3) identifying areas, if any, which are unsatisfactory and/or appear to be in need of improvement; and
- (4) facilitating communication about program needs.

d. Additional Supporting Materials.

The committee may request additional supporting materials from among those listed above.

e. Peer Review Summary

Based on the Class Visit Reports, Student Surveys, and a review of the Professional Review Report, there will be a summary Report prepared by all evaluators within twenty (20) working days from the completion of the class visit. This summary shall be a fair and accurate summary of the information provided to the committee. This summary shall also be a fair and accurate summary of the judgment made by each individual committee member. If appropriate, the summary should indicate any unsatisfactory performance and/or any area which needs improvement. The evaluatee may attach any comments to the Peer Review Summary that goes to the supervisor within ten (10) working days of the completion of the Peer Review Summary.

15G. Dean/Supervisor Review and Responsibilities

All materials from the Peer Review Committee shall be forwarded to the Dean/Supervisor. The Dean/Supervisor shall do the following:

15G.1 Review of Documents

Review the documents exclusive to the evaluation process herein. Outside documents shall not be included.

15G.2 Write Dean/Supervisor's Review

Write a Dean/Supervisor's Review addressing the Faculty Standards as specified in [Article 15C](#).

15G.3 Assist Faculty

Assist faculty in examining their objectives, techniques, and accomplishments and recognize outstanding performance.

15G.4 Provide Resources

Assist in providing resources in areas in which changes might prove beneficial to students' learning.

15G.5 Review program needs.

The Dean/Supervisor Review shall be a fair and accurate summary of the information provided to the Dean/Supervisor. The Dean/Supervisor Review shall also be a fair and accurate summary of the judgment of the Dean/Supervisor.

The Dean/Supervisor's Review is given to the evaluatee, who may attach a response. All documents are then forwarded to the appropriate Vice-President.

15H. Vice-President's Review

The Vice-President will review the documents. (If the Dean/Supervisor is the Vice-President, then Articles [15G](#) and 15H are combined.) A meeting between the Vice-President, the evaluatee, and appropriate parties may be requested by either party or by the Peer Review Committee. The Vice-President will forward the documents through the President to the Office of Human Resources.

15.I. Timeline and Limitations

It is expected that the evaluation process will be completed in one semester. The Professional Review, Peer Review, Dean's/Supervisor's review, and other materials prepared as part of this process shall only be used for the purposes set out in this Article.

15J. Grievance

In the event the evaluatee believes that the procedures herein have not been followed, the evaluatee may file a grievance. Nothing in this Article shall be construed to permit either the Faculty Association or a unit member to file a

grievance to challenge the substance of any evaluation. Any grievance challenging the procedure utilized for an evaluation shall only first be filed after the completion of the evaluation process at issue.

15K. Role of Faculty Association

The Faculty Association shall be allowed to monitor the process at any time at the request of the evaluatee. This Faculty Association involvement shall be for the purpose of monitoring the due process aspects of the evaluation process.