

## Article 6 (continued)

6. **Content is not Grievable:** The content of evaluations collected in a manner consistent with this Article shall not be grievable.

### C. **Process**

1. **Criteria:** Because faculty assignments are diverse, evaluation criteria appropriate to the assignment shall be used as specified in the procedures and forms within this Agreement.

These criteria include:

- a. Discipline Knowledge
  - b. Creation and Facilitation of the Learning Environment
  - c. Individual Professional Responsibility
  - d. Participation in Institutional Activities
  - e. Effective Teaching Methods
2. **Components:** The purpose of the multiple components listed below is to get data from a variety of perspectives for diverse faculty assignments. Every effort should be made to integrate the data in its entirety in contrast to overemphasizing any individual component.
    - a. Portfolio: developed during Mode A year 1 through training and mentoring, and required for subsequent years of evaluation.

The purpose of the Portfolio is to:

- Demonstrate an on-going commitment to professional growth and development
- Provide an opportunity to give voice to a teaching and/or service philosophy
- Showcase the progress, best work and achievements of the faculty member
- Document campus, community, professional, and other multidimensional contributions
- Afford the committee a context in which to view their scheduled observations
- Present a creative reflection of the faculty member's professional life
- Act as the primary presentation aid and catalyst for the Pre-Observation Meeting

The evaluation committee reviews the portfolio during the Pre-Observation Meeting, and returns it to the evaluatee at the end of the meeting, unless the evaluatee chooses to leave it with the committee for further review.

Portfolio Preparation:

Portfolios may be developed in any appropriate medium, for instance, electronic formats or three-ring binders or other methods appropriate to the evaluatee's assignment. Beyond the required items, the portfolio contents will vary between individuals and will reflect the personal style and choices of the faculty member. The portfolio may include optional activities beyond contractual duties. The portfolio is an aid to facilitate the evaluatee's 20-30

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minute presentation in the Pre-Observation Meeting. The items included should help to showcase the faculty member's progress and achievements since the last evaluation.

### Mode A year 1 –

Required in the portfolio:

- Goals for professional growth  
(See bullets for professional accomplishments below)
- Teaching and/or service philosophy
- Syllabi for courses taught in the current semester
- Samples of assignments/assessment activities for each learning environment that will be evaluated

### Mode A years 2, 3, 4 and Mode B –

Required in the portfolio:

- Professional accomplishments  
A brief statement about what you have contributed or gained by your campus/district service in any of the following areas:
  - In-class teaching/counseling/support service.
  - Curriculum review/development (e.g., development of courses, programs and/or instructional processes)
  - Educational research activity
  - Community work (e.g., speeches to community groups, formal assessment of community needs)
  - Articulation with feeder schools and four-year institutions
  - Recruitment of new student populations
  - On-campus committee work
  - Management responsibilities (e.g., service area coordinator, division/department chair, supervisor of aides)
  - Significant community and professional service (e.g., school board member, journal editor, officer of professional society)
  - Participation in job placement, on-campus activities and professional service
  - Other
- Goals for professional growth  
(See bullets for professional accomplishments above)
- Teaching and/or service philosophy
- Syllabi for courses taught in the current semester
- Samples of assignments/assessment activities for each learning environment that will be evaluated
- A brief narrative summarizing your student learning outcomes and assessment strategies. Your portfolio should reflect your unique contributions.

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- b. **Pre-Observation Meeting:** Participatory meeting to clarify the evaluation process, review the faculty portfolio to provide a context for the evaluation process, answer questions, establish parameters (such as observations), determine who will complete the Faculty Service Survey (if evaluatee has reassigned time or otherwise wishes to use this evaluation tool) and provide feedback from the committee about the materials presented. The evaluatee's presentation of his/her portfolio should take about 20-30 minutes.
- c. **Peer and Administrative Materials Review and Classroom Observations:** Announced and scheduled observations by committee members of faculty work and interaction with students. For Mode A evaluations, observations should be made of all faculty instructional, counseling, and library assignments. For Mode B evaluations, the evaluatee, the educational administrator and the faculty chair will each choose one assignment for observation based on assignments for the semester being evaluated. As much as possible, observations shall be distributed across different assignments, different preps and different sections for the semester. Student evaluations shall be completed for all assignments. Timely feedback should be provided to the evaluatee prior to the Evaluation Summary meeting. (Forms appropriate to assignment; see Checklist in Article 6 Appendix.)
- d. **Student Evaluations:** Evaluative reviews by students about interactions with the evaluatee conducting various duties, such as teaching, counseling, library, & other support services. (Forms appropriate to assignment; see Checklist in Article 6 Appendix.)
- e. **Administrative Assessment Review:** Evaluative review by Educational Administrator. (Form Q/FT.)
- f. **Faculty Service Survey:** Assesses the evaluatee's contribution to the KCCD community from the unique perspective of peers outside the discipline area or in the community, concerning faculty service. (Form P/FT; all faculty with reassigned time duties, others optional.)
- g. **Evaluation Team Summary:** Committee discusses the Evaluation Team Summary and makes recommendation based upon data from the evaluation process. Summary may include a minority report. (Attached to form A/FT.)
- h. **Evaluation Summary Meeting:** Meeting to clarify the Evaluation Team Summary, recognize faculty strengths, suggest areas for improvement and development, and inform the evaluatee of the committee recommendation. Committee members and evaluatee sign form A/FT no later than the end of the term of evaluation.
- i. **Presidential Review (Vice Presidents may also review the packet or be delegated as the presidential reviewer.):** Final campus administrative review of the evaluation packet and recommendation concerning employment status. Mode A years

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commendations, recommendation to rehire, implement improvements, or in years 1 - 4 not to rehire. Mode B recommendations for improvement.

- j. Chancellor Review: Final district administrative review of the evaluation packet and recommendation concerning employment status. Commendations; recommendation to rehire; or implement improvements; or in Mode A years 1, 2, and 4 there can be a decision not to rehire.
- k. Board Approval: Board of Trustees review and finalize the decision concerning the faculty member. Final decision to rehire with commendations or suggestions for improvement; or decision not to rehire.

### 3. **Ratings**

- a. **Satisfactory**: In the case of an evaluation report of “satisfactory,” the employee will be retained, and the evaluation is concluded.
- b. **Needs to Improve**:
  - 1) In the case of a Mode A evaluation report of “needs to improve,” the recommendation for reappointment shall be given with specific recommendations for improvement, and shall include a plan for remediation of any deficiencies. The plan shall include a timeline for remediation, observation, and re-evaluation. The District shall provide assistance to remediate any deficiencies enumerated by the evaluation team.
  - 2) In the event of a needs to improve evaluation during the Comprehensive Mode B evaluation process, the College president may implement a Mode C evaluation. A needs to improve evaluation during the Brief Mode B evaluation process will be followed by a Comprehensive Evaluation the following semester.
- c. **Unsatisfactory**: In the case of an evaluation report of “unsatisfactory,” the Mode A employee in years one (1), two (2), or four (4) is terminated. In the event of an unsatisfactory evaluation during Mode A, year 3, a remediation plan shall be given with specific recommendations for remediation of any deficiencies. The plan shall include a timeline for remediation, observation, and re-evaluation. The District shall provide assistance to remediate any deficiencies enumerated by the evaluation team. In the event of an unsatisfactory evaluation during the Mode B process, the College president may implement a Mode C evaluation.

### 4. **Participants**

#### a. **The Evaluation Committee**

The goal of the Evaluation Committee is to identify and validate strengths, to identify

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areas needing improvement, and to suggest areas for growth. The committee should limit itself to the agreed-upon expectations for conditions of improvement and parameters that the faculty member and department have identified. During the evaluation cycle, the Educational Administrator and the Evaluation Committee members shall make scheduled and announced visits to classes or work areas for observation purposes. The Evaluation Committee will meet with the faculty member in the Pre-Observation and Post-Observation Meetings and sign the final evaluation report. Every effort will be made for evaluation meetings to be scheduled with due consideration of faculty assignments. In the event that a committee member misses a meeting, that committee member will meet with both the Educational Administrator and the evaluation committee chair, within five work days, to fulfill committee obligations. A minority statement may be submitted to the evaluation package prior to the report being finalized and signed. All comments and recommendations will be tied to components relevant to the faculty member's job description. Personal criticisms, challenges to academic freedom, and identification of goals outside of these parameters are not appropriate.

- 1) The Faculty chair will serve on area evaluations and facilitate the Pre-Observation Meeting. In the event that a faculty chair cannot serve, an area does not have a chair, or the faculty chair is the evaluatee, the Educational Administrator will meet with the faculty in the area to select a suitable substitute.
- 2) Faculty Evaluators will participate in all components of the evaluation as peer experts:
  - Attend all committee meetings
  - Review the portfolio and other materials
  - Make arrangements for an observation date
  - Complete the observation and observation form appropriate to assignment
  - Complete Form B/FT as appropriate
  - Give the evaluatee timely feedback upon completion of the observation (prior to the post-observation meeting)
  - Sign the final report confirming the majority opinion
- 3) The Educational Administrator:
  - Provides direction to evaluatee on expectations and suitability of initial paperwork
  - Provides direction to evaluatee on expectations and initial process
  - Determines the timeline following contract specifications
  - Coordinates the paperwork inherent in the process
  - Completes an observation and observation form appropriate to the assignment
  - Gives the evaluatee timely feedback upon completion of the observation (prior to the Post-Observation Meeting)
  - Completes administrative assessment Form Q/FT
  - Coordinates the evaluation team as it jointly completes the Evaluation Team Summary (attached to form A/FT), based upon the majority opinion of the group
  - Types summary report

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- After consultation with the evaluation committee, makes a recommendation on continued employment of the faculty member to the President
- b. **Evaluee** will:
- Select one (1) tenured faculty member for the evaluation team,
  - Prepare the portfolio
  - Provide their Educational Administrator with the following prior to the Pre-Observation Meeting:
    - Professional accomplishments
    - Goals for professional growth
    - Teaching and/or service philosophy
    - Syllabi for courses taught in the current semester
    - Samples of assignments/assessment activities for each learning environment that will be evaluated
    - Discussion of student learning outcomes and assessment strategies
  - Provide course materials for evaluation
  - Arrange observations for all assignments to be evaluated
  - When appropriate, send out faculty service survey to individuals the evaluee chooses, with instructions to return the form to the Educational Administrator for inclusion in the evaluation packet

D. **Types**

1. **Comprehensive Evaluations** involve a representative committee and a wide range of evaluation instruments and components, as indicated in Article 6.C.2 and the **Checklist** in Article 6 Appendix. Comprehensive evaluations shall not be replaced by a brief evaluation.
2. **Brief Evaluations**, for Mode B faculty only, include a smaller committee with a narrower range of evaluation instruments. Components to be used are the Portfolio and Student Evaluations. Forms to be used are indicated in the Checklist in Article 6 Appendix. The committee meets with the faculty member, conducts student evaluations in every student contact assignment, and completes the Evaluation Team Summary. The Educational Administrator completes an administrative assessment report. A faculty member who wishes to focus his or her brief evaluation on a particular project may indicate this in the self evaluation portion of his or her evaluation. A faculty member may elect to replace a brief Mode B evaluation with a comprehensive Mode B evaluation.

E. **Faculty Categories**

1. **Non-tenured faculty** shall be evaluated in accordance with the Mode A evaluation process, annually for the first four years. When a contract faculty member has not served seventy-five percent (75%) or more of the annual load in the first year of employment, or fifty percent (50%) or more of the annual load in the second year of employment, the faculty member's evaluation shall be extended.