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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