

TENTATIVE AGREEMENT

ARTICLE 20: TENURE REVIEW PROCESS

Section 20.1. Overview. All academic employees must be evaluated by procedures approved by the Board of Trustees and according to Education Code Section 87600-87664, inclusive. Hiring does not guarantee tenure. Tenure track (contract) faculty must undergo a rigorous process which demands proof of performance. Thus, evaluation is the critical component in the granting of tenure.

The full-time faculty are the core of community college instruction and instructional support programs. Expanded faculty roles, as provided in AB1725, require that there be participation in shared governance activities. It is, therefore, appropriate that faculty be evaluated in the following areas: excellence in classroom teaching, counseling, advising, librarianship or other non-classroom academic assignments, as well as interaction with students, respect for colleagues, continued professional development, and campus citizenship.

The overall performance of tenure track faculty is expected to improve after the first year of service as well as subsequent years of the four-year tenure-track process. Achieving tenure is an affirmative process with definite steps along the way.

Throughout the four-year tenure process, College of the Desert will provide opportunities for the development of a tenure track faculty member's potential. These opportunities will be made known to the tenure track faculty member.

Section 20.1.1 This evaluation process will also apply for full-time faculty members who are not tenure track for their first four years of employment (such as those who are in categorically funded programs) or temporary full-time faculty. After four years of such employment, these non-tenure track employees will be evaluated in accordance with Article 19; however, the completion of the evaluation process does not imply or entitle tenure.

Section 20.1.A Tenure Review Committee (TRC) Membership and Role.

Section 20.1.A.1 Upon the hiring of a new teaching faculty member within a school or an area a Tenure Review Committee will be established, consisting of two peer evaluators by the established timeline (C-1). The TRC members will be tenured faculty whenever possible, and the committee and the evaluatee shall mutually agree to have a non-tenured committee member, preferably a third/fourth year tenure-track (contract) member, if necessary. One peer evaluator shall be selected by the faculty member and one shall be chosen by the School Dean or appropriate Administrator and approved by the faculty being evaluated. The School Dean or the Director of Nursing and Allied Health shall evaluate the nursing faculty. One of the faculty members on the FTRC shall be from the same academic discipline as the evaluatee whenever possible. For those tenure track faculty that are hired to work for at least 75% of the academic year, the evaluation timelines will be adjusted accordingly by the Tenure Review

Committee. The School Dean or approved Administrator shall chair the TRC.

Responsibilities of the TRC chair are:

- a. Select a peer evaluator with approval of the evaluate for the Tenure Review Committee per 20.1.A.1
- b. Complete TRC training session as outlined in 20.1.D
- c. Conduct an orientation session (refer to Timeline)
- d. Call and keep a record of all meetings
- e. Establish a work schedule for the Tenure Review Committee (refer to Timeline)
- f. Serve as resource to Committee and School/work groups.
- g. Performs observation(s) as per the Timelines
- h. Forwards final evaluation reports in a timely manner for Vice President's review (refer to Timelines).

Section 20.1.A.2 Upon the hiring of a new non-teaching faculty member, the service area will establish a Tenure Review Committee consisting of two tenured faculty members from the area whenever possible and chaired by the Dean or approved Administrator. The members will be selected in a comparable way as for teaching faculty. Each committee will follow all responsibilities listed for a comparable committee for non-tenured teaching faculty, modified as appropriate to focus on activities outside the classroom.

Section 20.1.A.3 The forms to be utilized in the Tenure Review process are found in **Appendix C**.

Evaluation Reports shall include:

- Tenure Review Process Timeline (Appendix C-1a)
- Evaluation Form (Appendix C-2, C-2a, C-8, or C-9)
- Faculty Evaluation (Self Evaluation) (Appendix C-3)
- Faculty Evaluation (Peer Evaluator Narrative) (Appendix C-4)
- Student Evaluations (Appendix C-5, C-5a, or C-10)
- Faculty Evaluation: Administrative Narrative (Appendix C-6)
- Criteria for Evaluating Faculty for Tenure (Appendix C-12)
- Tenure Review Committee Recommendations (Appendix C-13)

Only if applicable:

Faculty Improvement Plan (Appendix C-7)

- a. A Faculty Improvement Plan shall be recommended only if the majority of the TRC deems it necessary.

For teaching faculty, no faculty shall be subject to more than one work place observation by each member of the TRC during an evaluation cycle, unless mutually agreed upon by the evaluatee and member of the TRC or unless specified in an existing Faculty Improvement Plan (Appendix C-7).

For non-teaching faculty, no more than two work place observations shall occur within an evaluation cycle, unless mutually agreed upon by the evaluatee and member of the TRC or unless specified in an existing Faculty Improvement Plan (Appendix C-7).

Unannounced or unscheduled observations shall not occur under any circumstances.

These forms shall be in writing and signed by all committee members. The reports shall then be submitted to the appropriate Vice President for review. The Vice President shall then forward the report to the President.

Section 20.1.A.4 Evaluation reports shall include recommendations for continuation of the tenure track period, areas needing improvement (if applicable) including timelines, the granting of tenure, or for non-renewal and shall be in writing and signed by all committee members. The reports shall then be submitted to the appropriate Vice President for review. The VP will then forward the report to the President.

Section 20.1.A.5 In those rare and exceptional circumstances where there is a lack of agreement between the President and the Committee's recommendation, a review shall be conducted prior to March 15. The evaluatee will be notified via email that this review will occur. The evaluatee may provide a written statement within five days to the reviewing body. The review shall include an assessment of the Committee's data collected during the evaluation process. The members of the Committee, the appropriate Vice President and the President shall participate in the review. It is expected that any compelling information regarding a tenure track faculty member which came to the attention of the President or other administrator would be shared with the Committee in a timely fashion.

Section 20.1.A.6 The President shall forward a final recommendation to the Board of Trustees. Such recommendation shall be made in a timely fashion so as to meet statutory deadlines (March 15) as delineated in Education Code Section 87610.

Section 20.1.A.7 At any time during prior to the pre-evaluation conference of the current evaluation year ~~tenure-review-process~~, the

evaluated shall have the right to replace a faculty member of the TRC. Any exception pertaining to the time in which a replacement of a faculty member may occur can be requested by the evaluatee and is subject to the approval of the Vice President of Human Resources. If the unit member is not satisfied with the decision of the VPHR, a final determination may be made by the Superintendent/President. In the event a final determination is required of the Superintendent/President, the VPHR and Superintendent/President must meet with the evaluatee at a mutually agreed date and time. The Superintendent/President will provide a written response to the evaluatee within five (5) days of the meeting. The decision of the President shall be final.

The replacement faculty member will be named by mutual agreement between the evaluatee and TRC Chair. Such replacement may only occur one (1) time during the tenure review process. The chair of the TRC shall notify the Vice President of Human Resources or designee, who will notify the CODFA President within five (5) working days of the TRC Chair notification of the unit member's request to replace a faculty member of the TRC. This information shall be held in strict confidence by CODFA.

Section 20.1.B Committee Code of Conduct

1. Members shall read all tenure review process materials and follow guidelines and timetables.
2. Members shall be objective when evaluating performance.
3. Members shall be constructive in their criticism, pointing out specific strengths as well as any those areas which may need improvement and recommending a plan for improvement if applicable (see **Appendix C7**, Faculty Improvement Plan).
4. Members shall not divulge any committee activities, recommendations, and contents of files to any person, including the faculty member being evaluated, except as required by membership and stipulated by Committee role.
5. Committee members are constrained in their tenure review recommendations to the data produced by the process. No consideration shall be given to elements which are not contained within the tenure review process.
6. Committee members may consider information regarding a tenure track faculty member's conduct that has violated a District rule, regulation, or applicable law that has come to their attention within the applicable evaluation period if the unit member has been informed of said information prior to the committee receiving the information.
7. Any concerns arising outside of the evaluation cycle, shall be brought to the attention of the unit member immediately.

Section 20.1.C Committee Responsibilities

1. Committee Responsibilities

- a. Agree to serve as committee member for the duration of the tenure-track process. In the event a committee member is unable to complete their responsibilities, the Dean and the tenure track faculty member shall mutually agree to a tenured faculty member replacement with whom the Dean shall conduct an orientation.
- b. Attend pre-evaluation conference and TRC Training to become familiar with tenure review process.
- c. Attend committee meetings as established by chair.
- d. Complete the observation process as arranged by the tenure track faculty member.
- e. Review all materials submitted by faculty member.
- f. Prepare for, and participate in, the concluding session.
- g. Develop, with input from the tenure track faculty member, Faculty Improvement Plan, if necessary. Participate in the implementation of the plan, and at the conclusion of the plan. A written summary shall be included with evaluation documentation in the tenure track faculty member's personnel file.
- h. Attest to conclusions and activities of Committee when requested to do so by the District administration or others with appropriate access to the process.

Section 20.1.D Tenure Review Committee (TRC) Training. All members of the TRC shall complete a TRC training session. The contents of this training shall be developed by representatives from CODFA and the Office of Human Resources. To be selected as part of a TRC, all members must have completed the TRC training within five (5) years of the selection process.

Section 20.2. Evaluation Criteria. The following criteria delineate common areas of performance to be evaluated during the tenure review process. The list is not all inclusive and is not intended to eliminate from consideration additional conduct that has violated a District rule, regulation, or applicable law or industry standards.

1. A. Instructional Performance (For teaching faculty)

The faculty member demonstrates proficiency in teaching or in carrying out other primary responsibilities specifically listed in the employment job description/job posting including, but not limited to:

- 1) currency and depth of knowledge of teaching field or job duties;
- 2) proficiency in written and oral English enabling clear, effective communication to students, staff, and colleagues;
- 3) use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the student, and consistent with communicated instructional/School practices;
- 4) careful attention to effective organizational skills in the classroom or work site.

B. Work Performance (For non-teaching faculty)

The faculty member demonstrates proficiency in carrying out other primary responsibilities specifically listed in the employment job description/job posting including, but not limited to:

- 1) currency and depth of knowledge in job area;
- 2) proficiency in written and oral English enabling clear, effective communication to students, staff, and colleagues;
- 3) use of methods and materials appropriate to the job
- 4) careful attention to effective organizational skills on the job and at the work site.

2. Respect for students (All faculty)

Faculty members shall demonstrate respect for students' rights and needs by:

- A. patience, fairness, and promptness in the evaluation and discussion of student work, and/or in interacting and relating to students;
- B. sensitivity and responsiveness to needs of individual students with identified special needs;
- C. maintenance of contractual obligations to regular and timely office or work hours;
- D. sensitivity to the diverse ways students learn; and sensitivity to the diverse cultural backgrounds of students.

3. Respect for colleagues (All faculty)

Faculty members shall demonstrate respect for colleagues and the teaching profession by:

- A. acknowledging, recognizing and respecting the opinions of others in the exchange of critiquing ideas;
- B. acknowledging and respecting academic debts (credit works to avoid plagiarism);
- C. acting in accordance with the ethics of the profession and with a sense of personal integrity;
- D. working in a spirit of cooperation to promote a collegial atmosphere among faculty and staff;
- E. where appropriate, supervising others in a professional, timely, and equitable manner.

4. Professional growth (All faculty)

Faculty members shall demonstrate continued professional growth through such activities, but not limited to:

- course work
- attendance at workshops
- seminars
- professional meetings
- professional reading and study
- publications
- conference presentations
- artistic exhibits/performances
- classroom research
- development of new curriculum

- community involvement specific to academic area
5. College and/or community service (All faculty) such as, but not limited to:
 - A. consistent responsibility in fulfilling official college requirements, as well as School responsibilities.
 - B. participation in the life of the college
 - C. serving on college committees/program advisory committees where appropriate.

Section 20.3. Primary Considerations for Annual Reviews

Section 20.3.A.1 First Year

Emphasis should be on quality of teaching performance (teaching faculty) or student-related work performance (non-teaching faculty) and Criteria for Evaluating Faculty for Tenure (**Appendix C12**). *If a first year faculty member participates in a New Faculty Orientation program, all hours spent in the program will count towards meeting the time requirements of College service in 12.4.*

- a) Classroom performance (Teaching Faculty_ or Work performance (Non-Teaching Faculty)
- b) Respect for Students.
- c) Respect for Colleagues.
- d) Professional Growth.
- e) College or community service.

Section 20.3.A.2 Continuation or Non-Renewal

A recommendation for continuation in the first year shall occur if a majority of the TRC determined that the tenure track faculty member is demonstrating the attributes of tenured faculty in general and appears to have the potential to develop those attributes vital to success.

For non-teaching faculty, a recommendation for continuation in the first year shall occur if a majority of the TRC determined that the tenure track faculty member is demonstrating the attributes listed in the position announcement or appears to have at least the potential to develop these attributes to a sufficient level of success.

In the event the majority of the TRC determines a need for a faculty improvement plan (Appendix C-7), the plan will be developed in the Fall of the first year for review in the Spring of the first year and Fall of the following year. CODFA President shall be notified by the Vice President of Human Resources or designee within five (5) working days if a unit member is given an improvement plan. This information shall be held in strict confidence by CODFA. Recommendation for non-renewal shall occur only if a majority of the Faculty Tenure Review Committee finds that:

- a) continued employment would have clearly identifiable detrimental effects upon students, or
- b) continued employment would be a disservice to the college or the discipline of the faculty member's appointment, or

Recommendation and notification of non-renewal shall occur by March 15 as required by Education Code.

Allegations that the District in a decision to not reappoint a probationary employee violated, misinterpreted, or misapplied its policies and procedures concerning the evaluation of the probationary employees shall be classified and procedurally addressed under **Article 22, Grievance Procedures**.

Completion of a Faculty Improvement Plan is not required when the majority decision of the TRC is for non-renewal.

Section 20.3.B.1 Second Year

Emphasis shall be on the quality of teaching performance (teaching faculty) or student-related work performance (non-teaching faculty) and the Criteria for Evaluating Faculty for Tenure (**Appendix C12**),

- a) Classroom performance (Teaching Faculty_ or Work performance (Non-Teaching Faculty)
- b) Respect for Students.
- c) Respect for Colleagues.
- d) Professional Growth.
- e) College or community service.

as well as identification of areas needing improvement (if applicable).

Specific activities and timelines must be identified and recorded on the Faculty Improvement Plan (Appendix C-7).

In the event the majority of the TRC determines a need for a faculty improvement plan (Appendix C-7), the plan will be developed in the Fall of the second year for review in the Spring of the second year and Fall of the following year. The CODFA President shall be notified by the Vice President of Human Resources or designee within five (5) working days if a unit member is given an improvement plan. This information shall be held in strict confidence by CODFA.

Section 20.3.B.2 Continuation or Non-Renewal in Second Year

Continuation shall be recommended based upon current year evaluations, the quality of performance identified in the first evaluation year, and achievement of the recommendations from the Faculty Improvement Plan (if appropriate.)

Recommendation for non-renewal shall occur only if a majority of the Faculty Tenure Review Committee finds that:

- a) continued employment would have clearly identifiable detrimental effects upon students, or
- b) continued employment would be a disservice to the college and the discipline or area of the faculty member's appointment; and issues identified in the first year Faculty Improvement Plan were not corrected.

For non-teaching faculty, continuation should be recommended based upon current year evaluations, confirmation of positive qualities identified in the first evaluation year, and achievement of the recommendations from the Faculty Improvement Plan (if appropriate.)

Prior to the submission of the second-year recommendation, the Faculty Tenure Review Committee shall conduct a review of the tenure track faculty member's activities of the types expected of all tenured faculty members regardless of specific assignment. Any areas needing improvement should be stated clearly in the Faculty Improvement Plan.

Recommendation and notification of non-renewal shall occur by March 15 as required by Education Code. Allegations that the District in a decision to not reappoint a probationary employee violated, misinterpreted, or misapplied its policies and procedures concerning the evaluation of probationary employees shall be classified and procedurally addressed under Article 22, Grievance Procedures.

A Faculty Improvement Plan is not required when the majority decision of the TRC is for non-renewal.

Section 20.3.C.1 Third Year

The Tenure Review Committee shall meet and evaluate in the third year. Emphasis shall be on the quality of teaching performance (teaching faculty) or student related work performance (non-teaching faculty) and the Criteria for Evaluating Faculty for Tenure (Appendix C-12):

- a) Classroom performance (Teaching Faculty_ or Work performance (Non-Teaching Faculty)
- b) Respect for Students.
- c) Respect for Colleagues.
- d) Professional Growth.
- e) College or community service.

as well as identification of areas needing improvement (if applicable).

Specific activities and timelines need to be identified and recorded on the Faculty Improvement Plan (Appendix C-7).

In the event the majority of the TRC determines a need for a faculty improvement plan (Appendix C7), the plan will be developed in the Fall of the third year for review in the Spring of the third year and Fall of the following year. The CODFA President shall be notified by the Vice President of Human Resources or designee within five (5) working days if a unit member is given an improvement plan. This information shall be held in strict confidence by CODFA.

Section 20.3.D.1 Fourth Year

The Tenure Review Committee shall meet and evaluate in the fourth year. Emphasis shall be on the quality of teaching performance (teaching faculty) or student-related work performance (non-teaching faculty) and the Criteria for Evaluating Faculty for Tenure (Appendix C12):

- a) Classroom performance (Teaching Faculty_ or Work performance (Non-Teaching Faculty)
- b) Respect for Students.
- c) Respect for Colleagues.
- d) Professional Growth.
- e) College or community service.

as well as identification of areas needing improvement (if applicable).

A Faculty Improvement Plan shall not be issued during the Fourth Year.

Section 20.3.D.2 Tenure shall not be recommended by the District if the majority of the Tenure Review Committee find that:

- a. the tenure track faculty member has failed to perform in ways that were clearly defined by the prior evaluation documents, or
- b. has acted in ways which amount to cause for dismissal outlined in Education Code 87732.

Section 20.4. The decision not to grant tenure shall occur by March 15 as required by Education Code. Allegations that the District in a decision to not reappoint a probationary employee violated, misinterpreted, or misapplied its policies and procedures concerning the evaluation of probationary employees shall be classified and procedurally addressed under Article 22, Grievance Procedures.

Section 20.5 Timelines

The following calendar is provided for the implementation of the evaluation process for tenure track faculty using forms in Appendix C: For those tenure track faculty that are hired to work for at least 75% of the academic year, the evaluation timelines will be adjusted accordingly by the Tenure Review Committee:

1. By the end of the first week of the Fall semester, notify instructor to be evaluated.
2. During September, the Committee shall be established. All members will complete TRC training (if applicable) as outlined in 20.1.D. School Dean or appropriate Administrator conducts Pre- Evaluation Conference for committee members and tenure track faculty.
3. During September-October, Committee meets and establishes a final timeline. Faculty member furnishes Committee with written materials appropriate for evaluation process.
4. During October-November, observation(s) by committee members and School Dean or appropriate Administrator.
5. During November-December, Evaluation form C-2 and C-4 is completed by peer evaluators and C-2 and C-6 are completed by the Dean or appropriate Administrator.

Evaluation forms C-5 completed by students. If additional observations are deemed necessary by any of the committee, all members of the committee will conduct an additional observation. These observations will be by the Committee or requested by the faculty member, they will occur by the end of the twelfth week. Committee meets with faculty member within one week of the additional observation(s).

Committee sets and completes the final evaluation conference with faculty member.

6. All packet / portfolio materials must be submitted to the TRC at least 1 week prior to the final evaluation conference. Committee completes the final evaluation conference with the faculty member. Evaluation forms will be made available to the faculty member at least 1 week prior to the final evaluation conference. If an improvement plan is deemed necessary by the TRC, they will develop it with the faculty member at this time. However, if the TRC recommendation is non-renewal or to not grant tenure then no Faculty Improvement Plan is necessary.
7. During January, Committee Chair forwards final evaluation materials for teaching faculty to appropriate Vice President for review. Non-teaching faculty recommendations go directly to the appropriate Vice President and then to the President.
By the end of January, Vice President forwards evaluation materials to President, along with Committee's recommendation regarding evaluatee.
8. During February, President forwards Faculty Tenure Review Committee recommendations to the Board of Trustees for approval.
9. By March 15, Notice of continued employment or non-renewal is approved by the Board of Trustees and sent to the faculty member before March 15th.

APPENDIX C: TENURE REVIEW AND EVALUATION FORMS

Faculty Association Collective Bargaining Agreement

Tenure Review Process Timeline: Form C-1a

Faculty Being Evaluated: _____	School _____	Last Evaluated _____		
Dean/Administrator: _____	Peer Evaluator: _____	Peer Evaluator: _____		
Task	When	Scheduled Date	Completed Date	Forms Used
Notify Evaluatee of Evaluation	By the end of 1 st week of the Fall semester	N/A	_____	N/A
Establish the committee	By the end of September	N/A	_____	N/A
All members complete TRC training (if applicable)	By the end of September	_____	_____	N/A
Pre-Evaluation Conference	By the end of September	_____	_____	N/A
Finalize Evaluation Timeline	Sept/Oct	_____	_____	C-1a
Observations by Committee members	Oct/Nov	Admin _____	_____	C-2, C-6
		Peer _____	_____	C-2 (C-2a, C-8, C-9), C-4
		Peer _____	_____	C-2 (C-2a, C-8, C-9) C-4
All Student Evaluations Completed:	Oct/Nov	_____	_____	C-5 (C-5a or C-10)
Committee provides evaluatee with completed forms	One week prior to final eval conference	_____	_____	C-2 (C-2a, C-8, C-9), C-4, C-6, C-5 (C-5a or C-10)
Self-Evaluation submitted to TRC	One week prior to final eval conference	_____	_____	C-3
Additional Observations (if necessary)	By end of 12 th Week of semester	_____	_____	C-2 (C-2a, C-8, C-9), C-4, C-6
Additional Observation Post Meeting (if necessary)	Within One week of the additional observations.	_____	_____	C-2 (C-2a, C-8, C-9), C-4, C-6
Final Evaluation Conference	Nov/Dec	_____	_____	C-12, C-13
Improvement plan developed during final conference (if necessary)	Nov/Dec	_____	_____	C-7

Evaluatee's Signature _____

Date _____

Administrator's Signature _____

Date _____

Faculty Association Collective Bargaining Agreement

Tenured Faculty Evaluation Timeline Summary: Form C-1

(Also use for Full-Time Temporary Faculty after Four Years of Continuous Full-Time Temporary employment)

Faculty Being Evaluated _____ School: _____ Last Evaluated: _____

Dean/Administrator Evaluator: _____ Peer Evaluator: _____

Task	When	Scheduled Date	Completed Date	Forms Used
Notify Evaluatee of Evaluation	By end of 4 th week	N/A	_____	
Admin Conducts Pre-Evaluation Conference	By the end of 7 th week	_____	_____	
Selection of Peer Evaluator	By the end of 7 th week	N/A	_____	
	By the end of 7 week	N/A	_____	C-1
Finalize Evaluation Timeline				
Observations by Committee members	By the end of 13 th week	Admin	_____	C-2
		Peer	_____	C-2, C-4
All Student Evaluations Completed:				
Committee provides evaluatee with completed forms	Prior to final Eval Conference	_____	_____	C-5 or C-10
	Two weeks prior to final eval conference	_____	_____	C-3
Self-Evaluation submitted to Admin	One week prior to final eval conference	_____	_____	C-2, C-4, and/or C-6
Final Eval conference held	By end of semester	_____	_____	C-1 - C-6, C-5 or C-10
Improvement plan developed if needed	No later than 2 nd week of following semester	_____	_____	C-7
Final Copy of Administrator Narrative to appropriate VP	2 weeks after final Eval conference	_____	_____	C-1 through C-7

Evaluatee's Signature _____ Date _____ Administrator's Signature _____ Date _____

CLASSROOM OBSERVATION AND EVALUATION NARRATIVE FORM: C-2

Evaluatee:	Course:			
Date & Time:	Semester:		Year:	

To what extent does the instructor demonstrate the following:	4	3	2	1	0
	Excellent	Good	Satisfactory	Needs Improvement	Not Observed
1 Demonstrates enthusiasm about subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Sets clear outcomes for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Displays a positive attitude about student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Displays behavior consistent with professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Treats all individuals with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Recognizes diverse talents and views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Listens attentively and responds appropriately to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Presents ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Creates a climate that is conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty Association Collective Bargaining Agreement

		4	3	2	1	0
		Excellent	Good	Satisfactory	Needs Improvement	Not Observed
10	Lesson is relevant to course description (for Peer Evaluators only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Effectively manages classroom to facilitate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Provides students with alternative ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Encourages student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Incorporates strategies that elicit critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Provides cooperative learning opportunities for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Faculty Association Collective Bargaining Agreement

Commendations:

Concerns:

Overall Rating: Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement ☐

Evaluator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

The evaluatee's signature below does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.

Evaluator's Signature: _____ Date: _____

**TEACHING FACULTY EVALUATION
(SELF EVALUATION)**

C-3

Evaluatee _____ School _____

Evaluation Semester/Year _____/_____

SELF EVALUATION NARRATIVE: For Tenure Track evaluatee's, see Article 20.2 regarding Evaluation Criteria

Rating: Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement ☐

Evaluator's Signature: _____ Date: _____

**FACULTY EVALUATION
(PEER EVALUATOR NARRATIVE)**

C-4

Evaluatee _____ School _____

Evaluation Semester/Year _____/_____

PEER EVALUATION NARRATIVE:

Rating:

Excellent ☐

Good ☐

Satisfactory ☐

Needs Improvement ☐

Peer Evaluator's Signature: _____ Date: _____

Faculty Association Collective Bargaining Agreement

Student Evaluation Form of Teaching Effectiveness: C-5

Please rate on the Scantron Sheet how well your instructor meets the following:

Mark A for Excellent, B for Good, C for Satisfactory, D for Needs Improvement

Your instructor:

1. Is knowledgeable in subject matter of this course.
2. Is well organized.
3. Is prepared for class.
4. Encourages student's participation.
5. Provides prompt feedback on student performance.
6. Provides helpful feedback on student performance.
7. Uses graded materials (tests, papers, projects, etc.) that reflects the course objectives.
8. Reviews the objectives and requirements of the course.
9. Covers material outlined in course description and syllabus.
10. Stimulates interest in the subject.
11. Displays professional behavior.
12. Projects a positive attitude about student's ability to learn.
13. Is respectful of students' diverse needs and backgrounds.

Please write any comments you wish to share on the back of your Scantron.

**FACULTY EVALUATION
(ADMINISTRATOR NARRATIVE)**

C-6

Evaluatee _____ School _____

Evaluation Semester/Year _____/_____

ADMINISTRATIVE NARRATIVE:

Overall Rating: Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement ☐

Administrator's Signature: _____ Date: _____

The evaluatee's signature below does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.

Evaluatee's Signature: _____ Date: _____

FACULTY IMPROVEMENT PLAN

C-7

Evaluatee _____ Issue Date _____

Evaluation Semester/Year ____/____ School _____

School Dean or Appropriate Administrator _____

Peer Evaluator _____ Peer Evaluator _____

1. Area of Concern:

Remedy:

2. Area of Concern:

Remedy:

3. Area of Concern:

Remedy:

*Attach additional pages if necessary.

Task	Scheduled Date	Completion Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Peer Evaluator's Signature _____ Date _____

Peer Evaluator's Signature _____ Date _____

Peer Evaluator's Signature _____ Date _____

Peer Evaluator's Signature _____ Date _____

Note: The evaluatee's signature above does not indicate agreement with the content of this improvement plan, only that the evaluatee has read and understands the contents of this document.

Faculty Association Collective Bargaining Agreement
Improvement Plan Follow-Up C -7a

Improvement Plan Successfully Completed? Yes _____ No _____

Administrator Signature: _____ Date: _____

Improvement Plan Successfully Completed? Yes _____ No _____

Peer Evaluator Signature: _____ Date: _____

Improvement Plan Successfully Completed? Yes _____ No _____

Peer Evaluator Signature: _____ Date: _____

If a majority of the committee determine that the Improvement Plan was not successfully completed, then indicate below which parts of the improvement plan were not completed and file a new C-7 form, enter the date of the next evaluation below. Otherwise, leave this section blank.

Concern Numbers NOT Completed _____ **Date of Next Evaluation:** _____

Signature of Evaluatee: _____ Date: _____

Note: The evaluatee's signature above does not indicate agreement with the outcome of this improvement plan, only that the evaluatee has read and understands the contents of this document.

Faculty Association Collective Bargaining Agreement

Desert Community College District Evaluation Form for Coordinator C-8

Name: _____ ☐ Probationary ☐ Tenured ☐ Non-Tenured

Date: _____

<p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs Improvement N/A = Not Applicable</p> <p>Leave any question blank if you have no knowledge of evaluatee's expertise. Please place a check mark in the appropriate place using the rating category.</p>					
Work Performance	4	3	2	1	N/A
1. Maintains reporting requirement and program data for compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develops and monitors budget to reflect unique program needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develops and maintains open communications with community agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishes program priorities, procedures, and goals to meet the needs of eligible students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintains and teaches appropriate courses for program or departmental success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Recruits, hires, supervises, and evaluates staff and student workers in consultation with the division dean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides staff training for assigned areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Oversees reviews and upgrades of technology, materials, and software for assigned areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Oversees the day to day management of area responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Seeks additional funding sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Oversees the evaluation of the effectiveness of programs and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Able to resolve conflict effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Employee Signature

Supervisor Signature

Faculty Association Collective Bargaining Agreement

Desert Community College District

Counseling, Librarian, and College Nurse Faculty Evaluation Form C-9 (1 of 2)

Name: _____ ☐ Probationary ☐ Tenured ☐ Non-Tenured

Date: _____

RATING CATEGORIES					
14 = Excellent 23 = Good 32 = Satisfactory 41 = Needs Improvement					
N/A0 = Not Applicable					
Leave any question blank if you have no knowledge of evaluatee's expertise.					
Work Performance	14	23	32	41	N/A0
1. Work Knowledge: Demonstrates proficiency in area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work Quality: Tasks undertaken and completed are acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work Quantity: The number of tasks undertaken and completed are acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Work Timeline/Dependability: Tasks undertaken are completed in a reasonable time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates professional behavior in the work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Problem-Solving: Identifies and evaluates alternative solutions and takes the appropriate actions with minimum supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Organization/Planning Skills: Demonstrates an ability to establish priorities, set goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Proficient in the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Follows procedures for communicating information to supervisors, faculty, staff, and the college community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Functions well in times of crisis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for Students					
1. Communication: Uses clear, relevant, and effective oral and written skills in interchanging ideas and information with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establishes and maintains a positive relationship with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates awareness and appreciation for the diversity of the student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Implements processional strategies that emphasize student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintains confidentiality of student records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty Association Collective Bargaining Agreement

Desert Community College District Counseling, Librarian, and College Nurse Faculty Evaluation Form C-9 (2 of 2)

Name: _____ ☐ Probationary ☐ Tenured ☐ Non-Tenured

Date: _____

RATING CATEGORIES					
14 = Excellent 23 = Good 32 = Satisfactory 41 = Needs Improvement N/A0 = Not Applicable					
Leave any question blank if you have no knowledge of evaluatee's expertise Please place a check mark in the appropriate place using the rating category					
Respect for Colleagues	14	23	32	41	N/A0
1. Communication: Uses clear, relevant, and effective oral and written skills in interchanging ideas and information with faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establishes and maintains a positive working atmosphere with peers, supervisors and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates awareness and appreciation for the diversity of the college community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assists fellow faculty with instructional-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Growth					
1. Seeks knowledge pertinent to job requirements and maintain currency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Adjusts to meet changing job requirements and job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates awareness of legal, contractual, and policy mandates including matriculation and the Americans with Disabilities Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services to College Community					
1. Participates actively with committees, governing groups, task forces, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Keeps college community informed on procedures and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Builds cohesiveness and cooperation among students, staff, and the college community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develops and maintains open communications with community agencies and make appropriate referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employee Signature

Supervisor Signature

Faculty Association Collective Bargaining Agreement

Desert Community College District

Student Evaluation Form for Non-Teaching Faculty C-10

Name of Faculty: _____ Date: _____

Program or Service Area: _____

Instructions to Student: Please answer all questions based on your experience and opinions about the services you have received.

RATING CATEGORIES: 4 = Strongly Agree 3 = Agree 2 = Neutral 1 = Disagree 0 = Not Applicable

Please place a check mark in the appropriate place using the rating category.

STUDENT SURVEY	4 Strongly Agree	3 Agree	2 Neutral	1 Disagree	0 Not Applicable
1. Information was accurate and helpful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My questions were answered clearly and accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The faculty member was courteous and friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Help was provided in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The faculty member appeared well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was treated with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The faculty demonstrated concern for me as an individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I received the service I expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I would recommend other students to this faculty member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Overall, I am satisfied with the service that was provided to me by this faculty member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (optional):

Faculty Association Collective Bargaining Agreement

TENURE REVIEW COMMITTEE EVALUATION REPORT C-11

Name of Evaluatee

Department/School

Check One:

_1st year report _____ 2nd year report ____3rd year report _____4th year report

Tenure Review Committee Members:

Administrator: _____

Faculty Peer: _____

Faculty Peer: _____

Pre-Evaluation Meeting _____
Date

Classroom/Workplace Observations:

_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date

Self-Evaluation Completed: _____
Date

Student Evaluations Completed _____
Date

Administrator Signature

Date

Faculty Peer Signature

Date

Faculty Peer Signature

Date

The evaluatee's signature below does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.

Evaluatee's Signature

Date

Faculty Association Collective Bargaining Agreement

CRITERIA FOR EVALUATING FACULTY FOR TENURE – C-12

After reviewing the evaluation packet (student evaluation, classroom observation, self- evaluation) of the evaluatee, peers, and administrator will discuss and the committee chair will complete this form, indicating the faculty member's strengths and weaknesses with suggestions for improvement, relative to the criteria presented in "Criteria Evaluating Faculty for Tenure." Comments should address all specific criteria.

Indicate strengths/weaknesses/suggestions.

1. Classroom Performance (teaching)/Work Performance (non-teaching)

2. Respect for Students

3. Respect for Colleagues

4. Professional Growth

5. College and/or Community Service

Peer Evaluator's Signature

Date

Peer Evaluator's Signature

Date

Administrator's Signature

Date

The evaluatee's signature below does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.

Evaluatee's Signature

Date

Faculty Association Collective Bargaining Agreement
TENURE REVIEW COMMITTEE RECOMMENDATIONS C-13

1st Year Recommendation:

- ☐ Offer Second Contract (One Year)
- ☐ Improvement Plan (C-7) Issued
- ☐ Do Not Offer Contract
- ☐ Grant Tenure
(Extraordinary circumstances only)

2nd Year Recommendation:

- ☐ Offer Third Contract (Two Years)
- ☐ Improvement Plan (C-7) Issued
- ☐ Do Not Offer Contract
- ☐ Grant Tenure
(Extraordinary circumstances only)

3rd Year Recommendation:

- ☐ Satisfactory Performance
- ☐ Unsatisfactory Performance
- ☐ Improvement Plan (C-7) Issued
- ☐ Grant Tenure
(Extraordinary circumstances only)

4th Year Recommendation:

- ☐ Grant Tenure
- ☐ Do Not Grant Tenure

Administrator Signature

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Faculty Peer Signature

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Faculty Peer Signature

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Evaluatee's Signature

Date

Note: The evaluatee's signature above does not indicate agreement with the outcome of the evaluation, only that the evaluatee has read and understands the contents of this document.

Additional Comments _____

Appropriate Vice President Review _____ Date _____

President/Superintendent Review _____ Date _____

Faculty Association Collective Bargaining Agreement
FT TEMP. FACULTY REVIEW COMMITTEE RECOMMENDATIONS C-13a

1st Year Recommendation:

- ☐ Satisfactory Performance
☐ Unsatisfactory Performance
☐ Improvement Plan (C-7) Issued

2nd Year Recommendation:

- ☐ Satisfactory Performance
☐ Unsatisfactory Performance
☐ Improvement Plan (C-7) Issued

3rd Year Recommendation:

- ☐ Satisfactory Performance
☐ Unsatisfactory Performance
☐ Improvement Plan (C-7) Issued

4th Year Recommendation:

- ☐ Grant Tenure
☐ Do Not Grant Tenure

Administrator Signature

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Faculty Peer Signature

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Faculty Peer Signature

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Signature of Evaluatee _____ Date _____

Note: The evaluatee's signature above does not indicate agreement with the outcome of the evaluation, only that the evaluatee has read and understands the contents of this document.

Appropriate Vice President Review _____ Date _____

President/Superintendent Review _____ Date _____

- ☐ Check this box if the category/discipline for this evaluatee has changed since the last full time temporary evaluation. Use additional comments to describe the rationale.

Additional Comments _____

DO NOT USE THIS FORM if the evaluatee advances to tenure track. Use form C-13.

FOR DCCD



Diana Galindo
Vice President, Human Resources
& Employee Relations
Desert Community College District

FOR CODFA



Oceana Collins (Oct 11, 2023 09:08 PDT)

Oceana Collins
Chapter President
College of the Desert Faculty Association

TENTATIVE AGREEMENT

ARTICLE 20: TENURE REVIEW PROCESS

Section 20.1. Overview. All academic employees must be evaluated by procedures approved by the Board of Trustees and according to Education Code Section 87600-87664, inclusive. Hiring does not guarantee tenure. Tenure track (contract) faculty must undergo a rigorous process which demands proof of performance. Thus, evaluation is the critical component in the granting of tenure.

The full-time faculty are the core of community college instruction and instructional support programs. Expanded faculty roles, as provided in AB1725, require that there be participation in shared governance activities. It is, therefore, appropriate that faculty be evaluated in the following areas: excellence in classroom teaching, counseling, advising, librarianship or other non-classroom academic assignments, as well as interaction with students, respect for colleagues, continued professional development, and campus citizenship.

The overall performance of tenure track faculty is expected to improve after the first year of service as well as subsequent years of the four-year tenure-track process. Achieving tenure is an affirmative process with definite steps along the way.

Throughout the four-year tenure process, College of the Desert will provide opportunities for the development of a tenure track faculty member's potential. These opportunities will be made known to the tenure track faculty member.

Section 20.1.1 This evaluation process will also apply for full-time faculty members who are not tenure track for their first four years of employment (such as those who are in categorically funded programs) or temporary full-time faculty. After four years of such employment, these non-tenure track employees will be evaluated in accordance with Article 19; however, the completion of the evaluation process does not imply or entitle tenure.

Section 20.1.A Tenure Review Committee (TRC) Membership and Role.

Section 20.1.A.1 Upon the hiring of a new teaching faculty member within a school or an area a Tenure Review Committee will be established, consisting of two peer evaluators by the established timeline (C-1). The TRC members will be tenured faculty whenever possible, and the committee and the evaluatee shall mutually agree to have a non-tenured committee member, preferably a third/fourth year tenure-track (contract) member, if necessary. One peer evaluator shall be selected by the faculty member and one shall be chosen by the School Dean or appropriate Administrator and approved by the faculty being evaluated. The School Dean or the Director of Nursing and Allied Health shall evaluate the nursing faculty. One of the faculty members on the FTRC shall be from the same academic discipline as the evaluatee whenever possible. For those tenure track faculty that are hired to work for at least 75% of the academic year, the evaluation timelines will be adjusted accordingly by the Tenure Review

Committee. The School Dean or approved Administrator shall chair the TRC.

Responsibilities of the TRC chair are:

- a. Select a peer evaluator with approval of the evaluate for the Tenure Review Committee per 20.1.A.1
- b. Complete TRC training session as outlined in 20.1.D
- c. Conduct an orientation session (refer to Timeline)
- d. Call and keep a record of all meetings
- e. Establish a work schedule for the Tenure Review Committee (refer to Timeline)
- f. Serve as resource to Committee and School/work groups.
- g. Performs observation(s) as per the Timelines
- h. Forwards final evaluation reports in a timely manner for Vice President's review (refer to Timelines).

Section 20.1.A.2 Upon the hiring of a new non-teaching faculty member, the service area will establish a Tenure Review Committee consisting of two tenured faculty members from the area whenever possible and chaired by the Dean or approved Administrator. The members will be selected in a comparable way as for teaching faculty. Each committee will follow all responsibilities listed for a comparable committee for non-tenured teaching faculty, modified as appropriate to focus on activities outside the classroom.

Section 20.1.A.3 The forms to be utilized in the Tenure Review process are found in **Appendix C**.

Evaluation Reports shall include:

- Tenure Review Process Timeline (Appendix C-1a)
- Evaluation Form (Appendix C-2, C-2a, C-8, or C-9)
- Faculty Evaluation (Self Evaluation) (Appendix C-3)
- Faculty Evaluation (Peer Evaluator Narrative) (Appendix C-4)
- Student Evaluations (Appendix C-5, C-5a, or C-10)
- Faculty Evaluation: Administrative Narrative (Appendix C-6)
- Criteria for Evaluating Faculty for Tenure (Appendix C-12)
- Tenure Review Committee Recommendations (Appendix C-13)

Only if applicable:

Faculty Improvement Plan (Appendix C-7)

- a. A Faculty Improvement Plan shall be recommended only if the majority of the TRC deems it necessary.

For teaching faculty, no faculty shall be subject to more than one work place observation by each member of the TRC during an evaluation cycle, unless mutually agreed upon by the evaluatee and member of the TRC or unless specified in an existing Faculty Improvement Plan (Appendix C-7).

For non-teaching faculty, no more than two work place observations shall occur within an evaluation cycle, unless mutually agreed upon by the evaluatee and member of the TRC or unless specified in an existing Faculty Improvement Plan (Appendix C-7).

Unannounced or unscheduled observations shall not occur under any circumstances.

These forms shall be in writing and signed by all committee members. The reports shall then be submitted to the appropriate Vice President for review. The Vice President shall then forward the report to the President.

Section 20.1.A.4 Evaluation reports shall include recommendations for continuation of the tenure track period, areas needing improvement (if applicable) including timelines, the granting of tenure, or for non-renewal and shall be in writing and signed by all committee members. The reports shall then be submitted to the appropriate Vice President for review. The VP will then forward the report to the President.

Section 20.1.A.5 In those rare and exceptional circumstances where there is a lack of agreement between the President and the Committee's recommendation, a review shall be conducted prior to March 15. The evaluatee will be notified via email that this review will occur. The evaluatee may provide a written statement within five days to the reviewing body. The review shall include an assessment of the Committee's data collected during the evaluation process. The members of the Committee, the appropriate Vice President and the President shall participate in the review. It is expected that any compelling information regarding a tenure track faculty member which came to the attention of the President or other administrator would be shared with the Committee in a timely fashion.

Section 20.1.A.6 The President shall forward a final recommendation to the Board of Trustees. Such recommendation shall be made in a timely fashion so as to meet statutory deadlines (March 15) as delineated in Education Code Section 87610.

Section 20.1.A.7 At any time during prior to the pre-evaluation conference of the current evaluation year, the evaluatee shall have the

right to replace a faculty member of the TRC. Any exception pertaining to the time in which a replacement of a faculty member may occur can be requested by the evalutee and is subject to the approval of the Vice President of Human Resources. If the unit member is not satisfied with the decision of the VPHR, a final determination may be made by the Superintendent/President. In the event a final determination is required of the Superintendent/President, the VPHR and Superintendent/President must meet with the evalutee at a mutually agreed date and time. The Superintendent/President will provide a written response to the evalutee within five (5) days of the meeting. The decision of the President shall be final.

The replacement faculty member will be named by mutual agreement between the evalutee and TRC Chair. Such replacement may only occur one (1) time during the tenure review process. The chair of the TRC shall notify the Vice President of Human Resources or designee, who will notify the CODFA President within five (5) working days of the TRC Chair notification of the unit member's request to replace a faculty member of the TRC. This information shall be held in strict confidence by CODFA.

Section 20.1.B Committee Code of Conduct

1. Members shall read all tenure review process materials and follow guidelines and timetables.
2. Members shall be objective when evaluating performance.
3. Members shall be constructive in their criticism, pointing out specific strengths as well as any those areas which may need improvement and recommending a plan for improvement if applicable (see **Appendix C7**, Faculty Improvement Plan).
4. Members shall not divulge any committee activities, recommendations, and contents of files to any person, including the faculty member being evaluated, except as required by membership and stipulated by Committee role.
5. Committee members are constrained in their tenure review recommendations to the data produced by the process. No consideration shall be given to elements which are not contained within the tenure review process.
6. Committee members may consider information regarding a tenure track faculty member's conduct that has violated a District rule, regulation, or applicable law that has come to their attention within the applicable evaluation period if the unit member has been informed of said information prior to the committee receiving the information.
7. Any concerns arising outside of the evaluation cycle, shall be brought to the attention of the unit member immediately.

Section 20.1.C Committee Responsibilities

1. Committee Responsibilities

- a. Agree to serve as committee member for the duration of the tenure-track process. In the event a committee member is unable to complete their responsibilities, the Dean and the tenure track faculty member shall mutually agree to a tenured faculty member replacement with whom the Dean shall conduct an orientation.
- b. Attend pre-evaluation conference and TRC Training to become familiar with tenure review process.
- c. Attend committee meetings as established by chair.
- d. Complete the observation process as arranged by the tenure track faculty member.
- e. Review all materials submitted by faculty member.
- f. Prepare for, and participate in, the concluding session.
- g. Develop, with input from the tenure track faculty member, Faculty Improvement Plan, if necessary. Participate in the implementation of the plan, and at the conclusion of the plan. A written summary shall be included with evaluation documentation in the tenure track faculty member's personnel file.
- h. Attest to conclusions and activities of Committee when requested to do so by the District administration or others with appropriate access to the process.

Section 20.1.D Tenure Review Committee (TRC) Training. All members of the TRC shall complete a TRC training session. The contents of this training shall be developed by representatives from CODFA and the Office of Human Resources. To be selected as part of a TRC, all members must have completed the TRC training within five (5) years of the selection process.

Section 20.2. Evaluation Criteria. The following criteria delineate common areas of performance to be evaluated during the tenure review process. The list is not all inclusive and is not intended to eliminate from consideration additional conduct that has violated a District rule, regulation, or applicable law or industry standards.

1. A. Instructional Performance (For teaching faculty)

The faculty member demonstrates proficiency in teaching or in carrying out other primary responsibilities specifically listed in the employment job description/job posting including, but not limited to:

- 1) currency and depth of knowledge of teaching field or job duties;
- 2) proficiency in written and oral English enabling clear, effective communication to students, staff, and colleagues;
- 3) use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the student, and consistent with communicated instructional/School practices;
- 4) careful attention to effective organizational skills in the classroom or work site.

B. Work Performance (For non-teaching faculty)

The faculty member demonstrates proficiency in carrying out other primary responsibilities specifically listed in the employment job description/job posting including, but not limited to:

- 1) currency and depth of knowledge in job area;
- 2) proficiency in written and oral English enabling clear, effective communication to students, staff, and colleagues;
- 3) use of methods and materials appropriate to the job
- 4) careful attention to effective organizational skills on the job and at the work site.

2. Respect for students (All faculty)

Faculty members shall demonstrate respect for students' rights and needs by:

- A. patience, fairness, and promptness in the evaluation and discussion of student work, and/or in interacting and relating to students;
- B. sensitivity and responsiveness to needs of individual students with identified special needs;
- C. maintenance of contractual obligations to regular and timely office or work hours;
- D. sensitivity to the diverse ways students learn; and sensitivity to the diverse cultural backgrounds of students.

3. Respect for colleagues (All faculty)

Faculty members shall demonstrate respect for colleagues and the teaching profession by:

- A. acknowledging, recognizing and respecting the opinions of others in the exchange of critiquing ideas;
- B. acknowledging and respecting academic debts (credit works to avoid plagiarism);
- C. acting in accordance with the ethics of the profession and with a sense of personal integrity;
- D. working in a spirit of cooperation to promote a collegial atmosphere among faculty and staff;
- E. where appropriate, supervising others in a professional, timely, and equitable manner.

4. Professional growth (All faculty)

Faculty members shall demonstrate continued professional growth through such activities, but not limited to:

- course work
- attendance at workshops
- seminars
- professional meetings
- professional reading and study
- publications
- conference presentations
- artistic exhibits/performances
- classroom research
- development of new curriculum

- community involvement specific to academic area
5. College and/or community service (All faculty) such as, but not limited to:
 - A. consistent responsibility in fulfilling official college requirements, as well as School responsibilities.
 - B. participation in the life of the college
 - C. serving on college committees/program advisory committees where appropriate.

Section 20.3. Primary Considerations for Annual Reviews

Section 20.3.A.1 First Year

Emphasis should be on quality of teaching performance (teaching faculty) or student-related work performance (non-teaching faculty) and Criteria for Evaluating Faculty for Tenure (**Appendix C12**). If a first year faculty member participates in a New Faculty Orientation program, all hours spent in the program will count towards meeting the time requirements of College service in 12.4.

- a) Classroom performance (Teaching Faculty_ or Work performance (Non-Teaching Faculty)
- b) Respect for Students.
- c) Respect for Colleagues.
- d) Professional Growth.
- e) College or community service.

Section 20.3.A.2 Continuation or Non-Renewal

A recommendation for continuation in the first year shall occur if a majority of the TRC determined that the tenure track faculty member is demonstrating the attributes of tenured faculty in general and appears to have the potential to develop those attributes vital to success.

For non-teaching faculty, a recommendation for continuation in the first year shall occur if a majority of the TRC determined that the tenure track faculty member is demonstrating the attributes listed in the position announcement or appears to have at least the potential to develop these attributes to a sufficient level of success.

In the event the majority of the TRC determines a need for a faculty improvement plan (Appendix C-7), the plan will be developed in the Fall of the first year for review in the Spring of the first year and Fall of the following year. CODFA President shall be notified by the Vice President of Human Resources or designee within five (5) working days if a unit member is given an improvement plan. This information shall be held in strict confidence by CODFA. Recommendation for non-renewal shall occur only if a majority of the Faculty Tenure Review Committee finds that:

- a) continued employment would have clearly identifiable detrimental effects upon students, or
- b) continued employment would be a disservice to the college or the discipline of the faculty member's appointment, or

Recommendation and notification of non-renewal shall occur by March 15 as required by Education Code.

Allegations that the District in a decision to not reappoint a probationary employee violated, misinterpreted, or misapplied its policies and procedures concerning the evaluation of the probationary employees shall be classified and procedurally addressed under **Article 22, Grievance Procedures**.

Completion of a Faculty Improvement Plan is not required when the majority decision of the TRC is for non-renewal.

Section 20.3.B.1 Second Year

Emphasis shall be on the quality of teaching performance (teaching faculty) or student-related work performance (non-teaching faculty) and the Criteria for Evaluating Faculty for Tenure (**Appendix C12**),

- a) Classroom performance (Teaching Faculty_ or Work performance (Non-Teaching Faculty)
- b) Respect for Students.
- c) Respect for Colleagues.
- d) Professional Growth.
- e) College or community service.

as well as identification of areas needing improvement (if applicable).

Specific activities and timelines must be identified and recorded on the Faculty Improvement Plan (Appendix C-7).

In the event the majority of the TRC determines a need for a faculty improvement plan (Appendix C-7), the plan will be developed in the Fall of the second year for review in the Spring of the second year and Fall of the following year. The CODFA President shall be notified by the Vice President of Human Resources or designee within five (5) working days if a unit member is given an improvement plan. This information shall be held in strict confidence by CODFA.

Section 20.3.B.2 Continuation or Non-Renewal in Second Year

Continuation shall be recommended based upon current year evaluations, the quality of performance identified in the first evaluation year, and achievement of the recommendations from the Faculty Improvement Plan (if appropriate.)

Recommendation for non-renewal shall occur only if a majority of the Faculty Tenure Review Committee finds that:

- a) continued employment would have clearly identifiable detrimental effects upon students, or
- b) continued employment would be a disservice to the college and the discipline or area of the faculty member's appointment; and issues identified in the first year Faculty Improvement Plan were not corrected.

For non-teaching faculty, continuation should be recommended based upon current year evaluations, confirmation of positive qualities identified in the first evaluation year, and achievement of the recommendations from the Faculty Improvement Plan (if appropriate.)

Prior to the submission of the second-year recommendation, the Faculty Tenure Review Committee shall conduct a review of the tenure track faculty member's activities of the types expected of all tenured faculty members regardless of specific assignment. Any areas needing improvement should be stated clearly in the Faculty Improvement Plan.

Recommendation and notification of non-renewal shall occur by March 15 as required by Education Code. Allegations that the District in a decision to not reappoint a probationary employee violated, misinterpreted, or misapplied its policies and procedures concerning the evaluation of probationary employees shall be classified and procedurally addressed under Article 22, Grievance Procedures.

A Faculty Improvement Plan is not required when the majority decision of the TRC is for non-renewal.

Section 20.3.C.1 Third Year

The Tenure Review Committee shall meet and evaluate in the third year. Emphasis shall be on the quality of teaching performance (teaching faculty) or student related work performance (non-teaching faculty) and the Criteria for Evaluating Faculty for Tenure (Appendix C-12):

- a) Classroom performance (Teaching Faculty_ or Work performance (Non-Teaching Faculty)
- b) Respect for Students.
- c) Respect for Colleagues.
- d) Professional Growth.
- e) College or community service.

as well as identification of areas needing improvement (if applicable).

Specific activities and timelines need to be identified and recorded on the Faculty Improvement Plan (Appendix C-7).

In the event the majority of the TRC determines a need for a faculty improvement plan (Appendix C7), the plan will be developed in the Fall of the third year for review in the Spring of the third year and Fall of the following year. The CODFA President shall be notified by the Vice President of Human Resources or designee within five (5) working days if a unit member is given an improvement plan. This information shall be held in strict confidence by CODFA.

Section 20.3.D.1 Fourth Year

The Tenure Review Committee shall meet and evaluate in the fourth year. Emphasis shall be on the quality of teaching performance (teaching faculty) or student-related work performance (non-teaching faculty) and the Criteria for Evaluating Faculty for Tenure (Appendix C12):

- a) Classroom performance (Teaching Faculty_ or Work performance (Non-Teaching Faculty)
- b) Respect for Students.
- c) Respect for Colleagues.
- d) Professional Growth.
- e) College or community service.

as well as identification of areas needing improvement (if applicable).

A Faculty Improvement Plan shall not be issued during the Fourth Year.

Section 20.3.D.2 Tenure shall not be recommended by the District if the majority of the Tenure Review Committee find that:

- a. the tenure track faculty member has failed to perform in ways that were clearly defined by the prior evaluation documents, or
- b. has acted in ways which amount to cause for dismissal outlined in Education Code 87732.

Section 20.4. The decision not to grant tenure shall occur by March 15 as required by Education Code. Allegations that the District in a decision to not reappoint a probationary employee violated, misinterpreted, or misapplied its policies and procedures concerning the evaluation of probationary employees shall be classified and procedurally addressed under Article 22, Grievance Procedures.

Section 20.5 Timelines

The following calendar is provided for the implementation of the evaluation process for tenure track faculty using forms in Appendix C: For those tenure track faculty that are hired to work for at least 75% of the academic year, the evaluation timelines will be adjusted accordingly by the Tenure Review Committee:

1. By the end of the first week of the Fall semester, notify instructor to be evaluated.
2. During September, the Committee shall be established. All members will complete TRC training (if applicable) as outlined in 20.1.D. School Dean or appropriate Administrator conducts Pre- Evaluation Conference for committee members and tenure track faculty.
3. During September-October, Committee meets and establishes a final timeline. Faculty member furnishes Committee with written materials appropriate for evaluation process.
4. During October-November, observation(s) by committee members and School Dean or appropriate Administrator.
5. During November-December, Evaluation form C-2 and C-4 is completed by peer evaluators and C-2 and C-6 are completed by the Dean or appropriate Administrator.

Evaluation forms C-5 completed by students. If additional observations are deemed necessary by any of the committee, all members of the committee will conduct an additional observation. These observations will be by the Committee or requested by the faculty member, they will occur by the end of the twelfth week. Committee meets with faculty member within one week of the additional observation(s).

Committee sets and completes the final evaluation conference with faculty member.

6. All packet / portfolio materials must be submitted to the TRC at least 1 week prior to the final evaluation conference. Committee completes the final evaluation conference with the faculty member. Evaluation forms will be made available to the faculty member at least 1 week prior to the final evaluation conference. If an improvement plan is deemed necessary by the TRC, they will develop it with the faculty member at this time. However, if the TRC recommendation is non-renewal or to not grant tenure then no Faculty Improvement Plan is necessary.
7. During January, Committee Chair forwards final evaluation materials for teaching faculty to appropriate Vice President for review. Non-teaching faculty recommendations go directly to the appropriate Vice President and then to the President.
By the end of January, Vice President forwards evaluation materials to President, along with Committee's recommendation regarding evaluatee.
8. During February, President forwards Faculty Tenure Review Committee recommendations to the Board of Trustees for approval.
9. By March 15, Notice of continued employment or non-renewal is approved by the Board of Trustees and sent to the faculty member before March 15th.

APPENDIX C: TENURE REVIEW AND EVALUATION FORMS

Faculty Association Collective Bargaining Agreement

Tenure Review Process Timeline: Form C-1a

Faculty Being Evaluated: _____	School _____	Last Evaluated _____		
Dean/Administrator: _____	Peer Evaluator: _____	Peer Evaluator: _____		
Task	When	Scheduled Date	Completed Date	Forms Used
Notify Evaluatee of Evaluation	By the end of 1 st week of the Fall semester	N/A	_____	N/A
Establish the committee	By the end of September	N/A	_____	N/A
All members complete TRC training (if applicable)	By the end of September	_____	_____	N/A
Pre-Evaluation Conference	By the end of September	_____	_____	N/A
Finalize Evaluation Timeline	Sept/Oct	_____	_____	C-1a
Observations by Committee members	Oct/Nov	Admin _____	_____	C-2, C-6
		Peer _____	_____	C-2 (C-2a, C-8, C-9), C-4
		Peer _____	_____	C-2 (C-2a, C-8, C-9) C-4
All Student Evaluations Completed:	Oct/Nov	_____	_____	C-5 (C-5a or C-10)
Committee provides evaluatee with completed forms	One week prior to final eval conference	_____	_____	C-2 (C-2a, C-8, C-9), C-4, C-6, C-5 (C-5a or C-10)
Self-Evaluation submitted to TRC	One week prior to final eval conference	_____	_____	C-3
Additional Observations (if necessary)	By end of 12 th Week of semester	_____	_____	C-2 (C-2a, C-8, C-9), C-4, C-6
Additional Observation Post Meeting (if necessary)	Within One week of the additional observations.	_____	_____	C-2 (C-2a, C-8, C-9), C-4, C-6
Final Evaluation Conference	Nov/Dec	_____	_____	C-12, C-13
Improvement plan developed during final conference (if necessary)	Nov/Dec	_____	_____	C-7

_____ Evaluatee's Signature	_____ Date	_____ Administrator's Signature	_____ Date
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Faculty Association Collective Bargaining Agreement

Tenured Faculty Evaluation Timeline Summary: Form C-1

(Also use for Full-Time Temporary Faculty after Four Years of Continuous Full-Time Temporary employment)

Faculty Being Evaluated _____ School: _____ Last Evaluated: _____

Dean/Administrator Evaluator: _____ Peer Evaluator: _____

Task	When	Scheduled Date	Completed Date	Forms Used
Notify Evaluatee of Evaluation Admin Conducts Pre-Evaluation Conference Selection of Peer Evaluator	By end of 4 th week	N/A	_____	
	By the end of 7 th week	_____	_____	
	By the end of 7 th week	N/A	_____	
	By the end of 7 week	N/A	_____	C-1
Finalize Evaluation Timeline Observations by Committee members	By the end of 13 th week	Admin	_____	C-2
		Peer	_____	C-2, C-4
All Student Evaluations Completed: Committee provides evaluate with completed forms	Prior to final Eval Conference	_____	_____	C-5 or C-10
	Two weeks prior to	_____	_____	C-3
	final eval conference	_____	_____	
Self-Evaluation submitted to Admin	One week prior to	_____	_____	C-2, C-4, and/or C-6
Final Eval conference held Improvement plan developed if needed	final eval conference	_____	_____	
	By end of semester	_____	_____	C-1 - C-6, C-5 or C-10
	No later than 2 nd week of following semester	_____	_____	C-7
Final Copy of Administrator Narrative to appropriate VP	2 weeks after final Eval conference	_____	_____	C-1 through C-7

Evaluatee's Signature _____ Date _____ Administrator's Signature _____ Date _____

Faculty Association Collective Bargaining Agreement

CLASSROOM OBSERVATION AND EVALUATION NARRATIVE FORM: C-2

Evaluatee:	Course:			
Date & Time:	Semester:		Year:	

To what extent does the instructor demonstrate the following:	4	3	2	1	0
	Excellent	Good	Satisfactory	Needs Improvement	Not Observed
1 Demonstrates enthusiasm about subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Sets clear outcomes for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Displays a positive attitude about student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Displays behavior consistent with professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Treats all individuals with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Recognizes diverse talents and views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Listens attentively and responds appropriately to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Presents ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Creates a climate that is conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty Association Collective Bargaining Agreement

		4	3	2	1	0
		Excellent	Good	Satisfactory	Needs Improvement	Not Observed
10	Lesson is relevant to course description (for Peer Evaluators only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Effectively manages classroom to facilitate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Provides students with alternative ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Encourages student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Incorporates strategies that elicit critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Provides cooperative learning opportunities for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Faculty Association Collective Bargaining Agreement

Commendations:

Concerns:

Overall Rating: Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement ☐

Evaluator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

The evaluatee's signature below does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.

Evaluator's Signature: _____ Date: _____

**TEACHING FACULTY EVALUATION
(SELF EVALUATION)**

C-3

Evaluatee _____ School _____

Evaluation Semester/Year _____/_____

SELF EVALUATION NARRATIVE: For Tenure Track evaluatee's, see Article 20.2 regarding Evaluation Criteria

Rating: Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement ☐

Evaluator's Signature: _____ Date: _____

**FACULTY EVALUATION
(PEER EVALUATOR NARRATIVE)**

C-4

Evaluatee _____ School _____

Evaluation Semester/Year ____/____

PEER EVALUATION NARRATIVE:

Rating: Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement ☐

Peer Evaluator's Signature: _____ Date: _____

Faculty Association Collective Bargaining Agreement

Student Evaluation Form of Teaching Effectiveness: C-5

Please rate on the Scantron Sheet how well your instructor meets the following:

Mark A for Excellent, B for Good, C for Satisfactory, D for Needs Improvement

Your instructor:

1. Is knowledgeable in subject matter of this course.
2. Is well organized.
3. Is prepared for class.
4. Encourages student's participation.
5. Provides prompt feedback on student performance.
6. Provides helpful feedback on student performance.
7. Uses graded materials (tests, papers, projects, etc.) that reflects the course objectives.
8. Reviews the objectives and requirements of the course.
9. Covers material outlined in course description and syllabus.
10. Stimulates interest in the subject.
11. Displays professional behavior.
12. Projects a positive attitude about student's ability to learn.
13. Is respectful of students' diverse needs and backgrounds.

Please write any comments you wish to share on the back of your Scantron.

**FACULTY EVALUATION
(ADMINISTRATOR NARRATIVE)**

C-6

Evaluatee _____ School _____

Evaluation Semester/Year _____ / _____

ADMINISTRATIVE NARRATIVE:

Overall Rating: Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement ☐

Administrator's Signature: _____ Date: _____

The evaluatee's signature below does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.

Evaluatee's Signature: _____ Date: _____

FACULTY IMPROVEMENT PLAN

C-7

Evaluatee _____ Issue Date _____

Evaluation Semester/Year ____/____ School _____

School Dean or Appropriate Administrator _____

Peer Evaluator _____ Peer Evaluator _____

1. Area of Concern:

Remedy:

2. Area of Concern:

Remedy:

3. Area of Concern:

Remedy:

*Attach additional pages if necessary.

Task	Scheduled Date	Completion Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Peer Evaluator's Signature _____ Date _____

Peer Evaluator's Signature _____ Date _____

Peer Evaluator's Signature _____ Date _____

Peer Evaluator's Signature _____ Date _____

Note: The evaluatee's signature above does not indicate agreement with the content of this improvement plan, only that the evaluatee has read and understands the contents of this document.

Faculty Association Collective Bargaining Agreement
Improvement Plan Follow-Up C -7a

Improvement Plan Successfully Completed? Yes _____ No _____

Administrator Signature: _____ Date: _____

Improvement Plan Successfully Completed? Yes _____ No _____

Peer Evaluator Signature: _____ Date: _____

Improvement Plan Successfully Completed? Yes _____ No _____

Peer Evaluator Signature: _____ Date: _____

If a majority of the committee determine that the Improvement Plan was not successfully completed, then indicate below which parts of the improvement plan were not completed and file a new C-7 form, enter the date of the next evaluation below. Otherwise, leave this section blank.

Concern Numbers NOT Completed _____ Date of Next Evaluation: _____

Signature of Evaluatee: _____ Date: _____

Note: The evaluatee's signature above does not indicate agreement with the outcome of this improvement plan, only that the evaluatee has read and understands the contents of this document.

Faculty Association Collective Bargaining Agreement

Desert Community College District Evaluation Form for Coordinator C-8

Name: _____ ☐ Probationary ☐ Tenured ☐ Non-Tenured

Date: _____

4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs Improvement 0 = Not Applicable

Leave any question blank if you have no knowledge of evaluatee's expertise.
Please place a check mark in the appropriate place using the rating category.

Work Performance	4	3	2	1	0
1. Maintains reporting requirement and program data for compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develops and monitors budget to reflect unique program needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develops and maintains open communications with community agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishes program priorities, procedures, and goals to meet the needs of eligible students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintains and teaches appropriate courses for program or departmental success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Recruits, hires, supervises, and evaluates staff and student workers in consultation with the division dean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides staff training for assigned areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Oversees reviews and upgrades of technology, materials, and software for assigned areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Oversees the day to day management of area responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Seeks additional funding sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Oversees the evaluation of the effectiveness of programs and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Able to resolve conflict effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Employee Signature

Supervisor Signature

Faculty Association Collective Bargaining Agreement

Desert Community College District

Counseling, Librarian, and College Nurse Faculty Evaluation Form C-9 (1 of 2)

Name: _____ ☐ Probationary ☐ Tenured ☐ Non-Tenured

Date: _____

RATING CATEGORIES					
4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs Improvement 0 = Not Applicable					
Leave any question blank if you have no knowledge of evaluatee's expertise.					
Work Performance	4	3	2	1	0
1. Work Knowledge: Demonstrates proficiency in area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work Quality: Tasks undertaken and completed are acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work Quantity: The number of tasks undertaken and completed are acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Work Timeline/Dependability: Tasks undertaken are completed in a reasonable time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates professional behavior in the work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Problem-Solving: Identifies and evaluates alternative solutions and takes the appropriate actions with minimum supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Organization/Planning Skills: Demonstrates an ability to establish priorities, set goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Proficient in the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Follows procedures for communicating information to supervisors, faculty, staff, and the college community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Functions well in times of crisis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for Students					
1. Communication: Uses clear, relevant, and effective oral and written skills in interchanging ideas and information with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establishes and maintains a positive relationship with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates awareness and appreciation for the diversity of the student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Implements processional strategies that emphasize student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintains confidentiality of student records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty Association Collective Bargaining Agreement

Desert Community College District Counseling, Librarian, and College Nurse Faculty Evaluation Form C-9 (2 of 2)

Name: _____ ☐ Probationary ☐ Tenured ☐ Non-Tenured

Date: _____

RATING CATEGORIES					
4= Excellent 3= Good 2= Satisfactory 1= Needs Improvement 0= Not Applicable					
Leave any question blank if you have no knowledge of evaluatee's expertise Please place a check mark in the appropriate place using the rating category					
Respect for Colleagues	4	3	2	1	0
1. Communication: Uses clear, relevant, and effective oral and written skills in interchanging ideas and information with faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establishes and maintains a positive working atmosphere with peers, supervisors and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates awareness and appreciation for the diversity of the college community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assists fellow faculty with instructional-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Growth					
1. Seeks knowledge pertinent to job requirements and maintain currency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Adjusts to meet changing job requirements and job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates awareness of legal, contractual, and policy mandates including matriculation and the Americans with Disabilities Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services to College Community					
1. Participates actively with committees, governing groups, task forces, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Keeps college community informed on procedures and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Builds cohesiveness and cooperation among students, staff, and the college community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develops and maintains open communications with community agencies and make appropriate referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employee Signature

Supervisor Signature

Faculty Association Collective Bargaining Agreement
Desert Community College District
Student Evaluation Form for Non-Teaching Faculty C-10

Name of Faculty: _____ Date: _____

Program or Service Area: _____

Instructions to Student: Please answer all questions based on your experience and opinions about the services you have received.

RATING CATEGORIES: 4 = Strongly Agree 3 = Agree 2 = Neutral 1 = Disagree 0 = Not Applicable

Please place a check mark in the appropriate place using the rating category.

STUDENT SURVEY	4 Strongly Agree	3 Agree	2 Neutral	1 Disagree	0 Not Applicable
1. Information was accurate and helpful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My questions were answered clearly and accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The faculty member was courteous and friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Help was provided in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The faculty member appeared well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was treated with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The faculty demonstrated concern for me as an individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I received the service I expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I would recommend other students to this faculty member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Overall, I am satisfied with the service that was provided to me by this faculty member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (optional):

Faculty Association Collective Bargaining Agreement

TENURE REVIEW COMMITTEE EVALUATION REPORT C-11

Name of Evaluatee

Department/School

Check One:

_1st year report _____ 2nd year report ____3rd year report _____4th year report

Tenure Review Committee Members:

Administrator: _____

Faculty Peer: _____

Faculty Peer: _____

Pre-Evaluation Meeting _____
Date

Classroom/Workplace Observations:

_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date
_____ Class (if applicable)	_____ Date

Self-Evaluation Completed: _____
Date

Student Evaluations Completed _____
Date

Administrator Signature Date

Faculty Peer Signature Date

Faculty Peer Signature Date

The evaluatee's signature below does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.

Evaluatee's Signature Date

Faculty Association Collective Bargaining Agreement

CRITERIA FOR EVALUATING FACULTY FOR TENURE – C-12

After reviewing the evaluation packet (student evaluation, classroom observation, self- evaluation) of the evaluatee, peers, and administrator will discuss and the committee chair will complete this form, indicating the faculty member's strengths and weaknesses with suggestions for improvement, relative to the criteria presented in "Criteria Evaluating Faculty for Tenure." Comments should address all specific criteria.

Indicate strengths/weaknesses/suggestions.

1. Classroom Performance (teaching)/Work Performance (non-teaching)

2. Respect for Students

3. Respect for Colleagues

4. Professional Growth

5. College and/or Community Service

Peer Evaluator's Signature

Date

Peer Evaluator's Signature

Date

Administrator's Signature

Date

The evaluatee's signature below does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.

Evaluatee's Signature

Date

Faculty Association Collective Bargaining Agreement
TENURE REVIEW COMMITTEE RECOMMENDATIONS C-13

1st Year Recommendation:

- ☐ Offer Second Contract (One Year)
- ☐ Improvement Plan (C-7) Issued
- ☐ Do Not Offer Contract
- ☐ Grant Tenure
(Extraordinary circumstances only)

2nd Year Recommendation:

- ☐ Offer Third Contract (Two Years)
- ☐ Improvement Plan (C-7) Issued
- ☐ Do Not Offer Contract
- ☐ Grant Tenure
(Extraordinary circumstances only)

3rd Year Recommendation:

- ☐ Satisfactory Performance
- ☐ Unsatisfactory Performance
- ☐ Improvement Plan (C-7) Issued
- ☐ Grant Tenure
(Extraordinary circumstances only)

4th Year Recommendation:

- ☐ Grant Tenure
- ☐ Do Not Grant Tenure

Administrator Signature

Date

- ☐ I agree with the above.
- ☐ I do not agree with the above.

Faculty Peer Signature

Date

- ☐ I agree with the above.
- ☐ I do not agree with the above.

Faculty Peer Signature

Date

- ☐ I agree with the above.
- ☐ I do not agree with the above.

Evaluatee's Signature

Date

Note: The evaluatee's signature above does not indicate agreement with the outcome of the evaluation, only that the evaluatee has read and understands the contents of this document.

Additional Comments _____

Appropriate Vice President Review _____ Date _____

President/Superintendent Review _____ Date _____

Faculty Association Collective Bargaining Agreement
FT TEMP. FACULTY REVIEW COMMITTEE RECOMMENDATIONS C-13a

1st Year Recommendation:

- ☐ Satisfactory Performance
☐ Unsatisfactory Performance
☐ Improvement Plan (C-7) Issued

3rd Year Recommendation:

- ☐ Satisfactory Performance
☐ Unsatisfactory Performance
☐ Improvement Plan (C-7) Issued

Administrator Signature

2nd Year Recommendation:

- ☐ Satisfactory Performance
☐ Unsatisfactory Performance
☐ Improvement Plan (C-7) Issued

4th Year Recommendation:

- ☐ Grant Tenure
☐ Do Not Grant Tenure

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Faculty Peer Signature

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Faculty Peer Signature

Date

- ☐ I agree with the above.
☐ I do not agree with the above.

Signature of Evaluatee _____ Date _____

Note: The evaluatee's signature above does not indicate agreement with the outcome of the evaluation, only that the evaluatee has read and understands the contents of this document.

Appropriate Vice President Review _____ Date _____

President/Superintendent Review _____ Date _____

- ☐ **Check this box if the category/discipline for this evaluatee has changed since the last full time temporary evaluation. Use additional comments to describe the rationale.**

Additional Comments _____

DO NOT USE THIS FORM if the evaluatee advances to tenure track. Use form C-13.