

Peralta Community College District

Office of the Vice Chancellor, Educational Services

PFT Side Letter on

Tenured and Part-Time Faculty Evaluations

The Peralta Community College District (PCCD) and the Peralta Federation of Teachers (PFT) agree to adopt and implement the use of the streamlined evaluation procedures for both tenured and part-time faculty, as set forth in the attached EVALUATION POLICY AND PROCEDURES FOR TENURED AND PART-TIME FACULTY, negotiated in Spring & Fall 2011 and attached hereto; said policy and procedures as revised will become effective January, 2012.

SO AGREED, /2//9 , 2011 SO AGREED, ________, 2011

Matt Goldstein, PFT President

Debbie Budd, VC Ed. Services for PCCD

EVALUATION POLICY FOR TENURED AND PART-TIME FACULTY

PURPOSE

Evaluation of faculty is consistent with the Community Colleges' mission of educational excellence as required by Section 87663 of the Education Code (Ed Code). The purpose of the evaluation is to benefit the faculty member through peer review. The primary objective is to evaluate the faculty member's effectiveness in relationship to good teaching; currency in the field; department/discipline responsibilities; and effectiveness of service to students, the departments/disciplines and the college. The evaluation is the joint responsibility of the Administrative Supervisor [referred to herein as "Vice President or designee"] and the department/discipline faculty. The most positive effects of the evaluation will be obtained at the department/discipline level and accrue to the individual. The evaluation should recognize the accomplishments of faculty, and make recommendations for correcting deficiencies.

[This policy can only be changed or modified after consultation between the Peralta Federation of Teachers (PFT) and the District Academic Senate (DAS); such changes or modifications must also be negotiated between the PFT and the Peralta Community College District (District).]

CRITERIA

The basis for evaluation of faculty is composed of four categories collectively containing 26 criteria for assessing performance relative to knowledge base and the ability to apply it, motivation and interpersonal skills, and professional responsibilities.

The faculty and the administration of the Peralta Community College District affirm the following definition of teaching excellence.

Knowledge Base

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

- 1. Are knowledgeable about their work areas and disciplines.
- 2. Are knowledgeable about how students learn.
- 3. Are current in their field.
- 4. Provide perspectives that include a respect for diverse views.
- 5. Do their work in a well-prepared and well-organized manner.

Application of Knowledge Base

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

- 1. Make the material intelligible, interesting, and relevant to the students.
- 2. Continually assess the teaching-learning process and modify strategies as necessary to retain student interest, stimulate independent thinking, and encourage students to be analytical.
- 3. Use clear, explicit criteria, relevant to the subject matter, to evaluate students' work fairly to ascertain effective learning of the material presented.

Motivation and Interpersonal Skills

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

- 1. Are committed to student success.
- 2. Are enthusiastic about their work.
- 3. Are committed to education as a profession.
- 4. Set challenging performance goals for students.
- 5. Project a positive attitude about students' ability to learn.
- 6. Treat students with respect and recognize they operate within a broader perspective beyond the
- 7. Respect diverse talents and accommodate cultural and individual differences.
- 8. Are available to students.
- 9. Listen attentively to what students say.
- 10. Are responsive to student needs.
- 11. Are fair in their evaluation of student progress.
- 12. Present ideas clearly.
- 13. Create a climate that is conducive to learning.

Professional Responsibilities

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

- 1. Display behavior consistent with professional ethics, as listed in the American Association of University Professors (AAUP) Code of Ethics, Title 5 and the Ed Code.
- 2. Work collaboratively with colleagues, as appropriate. For example, contract faculty shall provide a full professional service week that includes teaching, preparation, advising, evaluation, class sign-up/enrollment, maintenance of office hours, attending meetings, and participation in the governance structure of the College and the District. For part-time instructors, professional responsibilities are those associated with the teaching assignment, such as reviewing the course outline, ensuring that the syllabus and course grading policy match college and curriculum requirements, submitting rosters and grades on deadline, being responsive to communications from faculty, staff, administrators and students, and maintaining familiarity with college policies and procedures related to instruction.
- 3. Maintain and expand their knowledge and skills in subject matter appropriate to their professional area.
- 4. Adhere to approved course outlines, goals, and objectives.
- 5. Are aware that the District expressly forbids sexual harassment of its students and employees by faculty, administrators, supervisors, staff, students or members of the general public. If an allegation of sexual harassment is substantiated, a violation of this rule may lead to personnel disciplinary actions including a letter of reprimand, suspension, or termination of employment in accordance with the California Ed Code.

ADMINISTRATIVE PROCEDURES FOR EVALUATIONS OF TENURED AND PART-TIME FACULTY

The faculty play a central role in evaluating their peers. Only through the joint effort of faculty and administration can the mutual goal of promoting quality education be achieved. Adherence to this policy assures the District, its colleges and students a highly qualified professional staff.

Evaluation of tenured and part-time faculty is a four-part process which involves self-evaluation, faculty/classroom observation/evaluation, administrative evaluation, and student evaluation. Together, these four evaluations plus the summary report form the complete evaluation.

STUDENT EVALUATIONS

The purpose of the Student Evaluations of Instructor (SEI) is to gain from students their opinions of the overall effectiveness of the instructor. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor only in compiled form.

SELF-EVALUATION

Using the Instructor Self-Evaluation Form, faculty members are expected to provide evidence of professional competence and teaching effectiveness. The following are general criteria that will be used in the self-evaluation:

- 1. Appropriateness of methods in achieving objectives.
- 2. Knowledge of current teaching methods, materials, and trends in his/her field of instruction.
- 3. Successful strategies to improve student performance and retention.
- 4. Preparation and planning of curriculum.
- 5. Knowledge of recent advances in the discipline.
- 6. Demonstration of continued professional growth.

FACULTY/CLASSROOM OBSERVATION/EVALUATION

The following are general criteria that will be used in the faculty/classroom observation/evaluation by peers and administrators:

- 1. Expertise in subject matter or professional field.
- 2. Effectiveness in carrying out duties in instruction.
- 3. Effectiveness of communications with students, and if applicable, staff.
- 4. Behavior consistent with AAUP Code of Ethics, Title 5 and the Ed. Code.

ADMINISTRATIVE EVALUATION

The purpose of the administrative review is to provide the Evaluation Committee with information regarding the faculty member's professional responsibilities in the context of certain administrative criteria. The focus of this evaluation is on the syllabus (including grading policy), timely submission of textbook orders, submission of syllabi to the Instruction Office, responsiveness to communications, professional behavior, holding classes for full class period, participation in professional development activities, and timely submission of grades and census rosters.

EVALUATION FREQUENCY

Part-time faculty shall be evaluated within the first year of employment. Whenever possible, this should be done during the first term of employment. Thereafter, evaluation shall be at least once every six regular semesters. Tenured faculty shall be evaluated once every three years. In the event an evaluation is negative, i.e., receiving a rating of #4 (Does not consistently meet requirements) or #5 (Does not meet requirements), more frequent evaluations may be required.

RESPONSIBILITIES IN THE EVALUATION

The evaluation of each instructor who is being evaluated shall involve:

- a. Vice President or Designee
- b. Faculty Evaluator
- c. Evaluee
- a. <u>Vice President or designee</u> -- The responsibility for administering the evaluation system rests with the Vice President or designee. The Vice President or designee who has responsibility for the discipline shall initiate the evaluation procedures, in consensus with the Department Chair, ensuring that the evaluation procedures are followed, timelines are met, classroom visits are held, records are kept, preliminary and summary evaluation meetings are held. The Vice President or designee shall complete the Administrative Evaluation Form. A copy of the evaluation Summary Report Form and the completed Administrative Evaluation shall be given to the faculty Evaluee, the Evaluator, the Department Chair, the Vice President or designee, the Vice Chancellor of Educational Services, and then sent to Human Resources by the end of the semester being evaluated.

b. Faculty Evaluator --

- 1. The Department Chair shall choose a single Faculty Evaluator from the Evaluee's discipline (or if necessary a related discipline, as defined by the Board of Governors' list of minimum qualifications) during the first four (4) weeks of the semester.
- 2. If the Department Chair does not meet the deadline, the Vice President or designee shall choose a single Faculty Evaluator during week five (5) of the semester.
- 3. The Vice President or designee and the Department Chair will make a good faith effort to insure that evaluators of on-line classes have experience in on-line instruction.
- 4. The faculty Evaluee may challenge that Evaluator during the two (2) weeks following notification. If the faculty Evaluee challenges the Evaluator, the evaluation will be conducted no later than the following semester, but can be done during the same semester with another evaluator.
- 5. The Faculty Evaluator holds the Preliminary Evaluation Meeting, does a Faculty/Classroom Observation/Evaluation, completes the appropriate items on the Faculty/Classroom Observation/Evaluation Report Form, and holds a Summary Evaluation Meeting.
- c. The Evaluee The Evaluee is responsible for completing the Instructor Self-Evaluation Form and submitting it to the Evaluator, and attending the Preliminary and Summary Evaluation Meetings.

EVALUATION PROCESS CRITERIA AND FORMS

The five (5) forms to be used in evaluations of tenured and part-time faculty are:

- 1) Student Evaluations of Instructors (with cover sheet when turned in for processing),
- 2) Faculty/Classroom Observation/Evaluation Form,
- 3) Administrative Evaluation Form,
- 4) Evaluee's Self-Evaluation Report Form, and
- 5) Summary Report Form.

1) Student Evaluations of Instructors:

The purpose of the Student Evaluations is to gain from students their opinions of the overall effectiveness of the faculty member. Students will be assured of the anonymity of their responses.

2) Faculty/Classroom Observation/Evaluation(s):

There are standard District forms to be completed when conducting a Faculty/Classroom Observation/Evaluation. Please use the form appropriate to the Evaluee's assignment. This form can also be completed by the Vice President or designee, if the Vice President or designee does a Faculty/Classroom Observation/Evaluation.

3) Administrative Evaluation:

The Administrative Evaluation addresses the faculty Evaluee's overall attention to academic and professional matters as related to the Evaluee's assignment. Different forms exist for classroom faculty and non-classroom faculty.

4) Self-Evaluation:

The Self Evaluation is an opportunity for the Evaluee to address all evaluations which have been conducted. In addition, the Evaluee is provided the opportunity to address his/her professional growth and development. Classroom faculty evaluees shall submit: syllabi, with methods of student assessment, and a listing of assignments. In addition to the Self Evaluation form, the Self-Evaluation may include additional support material. Examples of additional support material for non-classroom faculty Evaluees may include workshop agendas and handouts, completed Student Educational Plans, etc.

5) Summary Report Form (including overall Rating):

The Summary Report Form provides an overall summary of all evaluations of the Evaluee conducted during the semester. The overall summary evaluation rating is based on a five-point rating system. If a second faculty/classroom observation/evaluation is done by the Vice President or designee, and there is a tie vote, the faculty member will be evaluated again, if teaching, the following semester.

The evaluation rating system for all faculty evaluations shall be:

- 1. Is exemplary
- 2. Surpasses requirements
- 3. Meets all requirements
- 4. Does not consistently meet requirements
- 5. Does not meet requirements

SCHEDULING AND ASSIGNING EVALUATIONS

- 1. During first five (5) weeks of the semester, each Department Chair will update the yearlong plan of what will be a 3-year (6-semester) evaluation timeline (schedule) for all part-time and tenured faculty in their department/cluster. (The schedule will be updated or revised as needed by the Department Chair during the 5th week of the semester.) If Department Chairs do not meet the deadline, the Vice President or designee will create the first semester of the 3-year evaluation timeline during the 6th week of the semester. At that time, a copy of the schedule shall be sent to the Vice President or designee, the Vice Chancellor of Educational Services (VC Ed Svcs.), the Vice Chancellor of Human Resources (VC H.R.), and the PFT.
- 2. When creating the 3-year evaluation schedule, the Department Chair (or Vice President or designee) shall make a good faith effort to apply the following priority system:
 - 1) Part-time faculty evaluations shall be prioritized as follows:
 - a) New part-time hires.
 - b) In order of seniority by hire date, with most senior faculty first (hire dates shall be provided by the District Human Resources office).
 - c) If evaluated within the last six (6) assigned semesters, the next evaluation shall be six (6) assigned semesters after the last evaluation.
 - 2) Tenured faculty evaluations shall be prioritized as follows:
 - a) If evaluated within the last three (3) years, the next evaluation shall be three (3) years after the last evaluation.
 - b) If not evaluated within the last three (3) years, evaluations shall be scheduled in order of seniority, with most senior faculty first (hire dates shall be provided by the District Human Resources office).
- 3. Tenured contract faculty can be assigned a maximum of three (3) evaluations (for part-time and tenured contract evaluations) during any academic year.
- 4. Part-time faculty may evaluate other part-time faculty and contract faculty may conduct more than three (3) faculty evaluations. All evaluations by part-time faculty (as evaluators) and any contract faculty evaluations over three (3) shall be mutually agreed upon by the faculty member, the Vice President or designee, and the Department Chair. All evaluations by a part-time faculty member shall be paid a \$60 stipend. All evaluations over 3 during any academic year by a tenured contract faculty member shall also be paid a \$60 stipend. The payment shall be made if a Faculty Evaluator completes his/her responsibility, even if the Administrator does not fulfill his/her responsibility in the process.
- 5. Part-time faculty shall have a one-time right, during each three (3) year evaluation cycle, to request another evaluation that must be completed before the end of the following semester. The second evaluation will be the determining evaluation for the Rehire Preference Pool. The Evaluator in such an evaluation shall be chosen by a lottery system.

6. Lottery Pool System

1) When it is necessary to choose an evaluator by lottery, the lottery process shall be started by the Vice President or designee during or before the 6th week of the semester. The Vice

President or designee shall notify the College PFT Co-Chairs, the College Academic Senate President, and the faculty Evaluee for whom the lottery is being held that a lottery pool will be created and a lottery drawing will take place. The Vice President or designee shall further notify all parties of the actual lottery drawing at least five (5) business days in advance, so that they may observe the drawing if they choose to do so.

- 2) When it is necessary to choose an evaluator by lottery, the College Academic Senate President, one PFT Co-Chair (designated by the PFT Chapter Co-Chairs), and the College Vice President or designee shall jointly assign eligible faculty members to a lottery pool consisting of at least four (4) individuals. Faculty in the lottery should be in the same or related disciplines. The lottery pool shall consist of:
 - (a) Contract faculty in the same or related disciplines who have not been assigned three (3) evaluations during that academic year. An Evaluator who was "challenged" by that Evaluee or an Evaluator who did the 'first evaluation' on that Evaluee shall not be included.
 - (b) Contract faculty in the same or related disciplines who have already been assigned three (3) evaluations during that academic year and have agreed to be included in the lottery pool.
 - (c) Currently employed part-time faculty may also be added to the lottery pool if they agree to be included and if the Vice President or designee and the Department Chair both concur.

EVALUATION PROCESS

- 1. The Vice President or designee contacts the Evaluee in order to provide him/her with a copy of the evaluation procedures.
- 2. The Vice President or designee notifies the Evaluee of the composition of the Evaluation Committee, and offers him/her the opportunity to challenge the choice of the Faculty Evaluator. If the Vice President or designee wishes to be a voting member of the Evaluation Committee and perform a Faculty/Classroom Observation/Evaluation, the Vice President or designee shall notify the Evaluee of his/her participation. This does not preclude the Vice President or designee from performing a faculty evaluation (outside the standard evaluation procedure), provided the Administrator has given the faculty member one week's notice of the visit.
- 3. The Faculty Evaluator shall convene the Preliminary Evaluation Meeting, at which time the Evaluee shall receive the Evaluee's Self Evaluation Report Form. At this Preliminary Evaluation Meeting, the Faculty Evaluator and the Evaluee shall establish dates for Student Evaluation(s), Faculty/Classroom Observation/Evaluation(s), submission of the Self-Evaluation Report Form to the Faculty Evaluator, and the Summary Evaluation Meeting. The Faculty Evaluator shall notify the Vice President or designee of the proposed timeline. Completion of the Administrative Evaluation Form and Faculty/Classroom Observation/Evaluation by the Vice President or designee (if planned) should be included on the schedule. The Evaluee and the Faculty Evaluator sign off to verify that this meeting took place.
- 4. The Faculty Evaluator administers the student evaluations using the standard District form. The procedure is the same as that set forth in the Tenure Review Handbook for administering Student Evaluations. Student Evaluations may be done during the same class session as the

Faculty/Classroom Observation/Evaluation. Student Evaluations will be administered before the class ends. The Evaluee will leave the room. The Evaluator will explain that Student Evaluations are being collected for the purpose of improving instruction at the College. Students will be assured of the anonymity of their responses. The Evaluator shall collect the student responses and dismiss the class. If mutually agreed by the Evaluee and the Evaluator, student evaluations may be conducted online within a 48-hour period.

The Evaluator may compile the "Scantron form" scores at the College, and may transcribe the student comments (from the Student Evaluations) themselves. Alternatively, the Evaluator may send the Student Evaluation forms along with an appropriate cover sheet to the Office of the Vice Chancellor of Educational Services to process the Scantron Report.

Original Student Evaluations shall be retained in the College Office of Instruction for one year.

- 5. As scheduled, the Faculty Evaluator conducts a Faculty/Classroom Observation/Evaluation of a whole class period (or counseling or library period, etc.), of at least one hour. The Faculty Evaluator then completes the Faculty/Classroom Observation/Evaluation Report Form, or other appropriate form. The observed class may be a lecture or a lab.
- 6. The Vice President or designee submits the completed Administrative Evaluation Form to the Faculty Evaluator.
- 7. The Evaluee submits the Self-Evaluation Form to the Faculty Evaluator prior to the Summary Evaluation Meeting.
- 8. Prior to the Summary Evaluation Meeting, the Faculty Evaluator completes the evaluation Summary Report Form. If the Vice President or designee completed a Faculty/Classroom Observation/Evaluation form, the Faculty Evaluator and Vice President or designee complete the Summary Report Form together. If the Vice President or designee completed a Faculty/Classroom Observation/Evaluation, and if the Faculty Evaluator and Vice President or designee cannot agree, separate Summary Report Forms shall be completed. The Vice President or designee shall be notified if the Evaluee is rated as either No. 4--Does not consistently meet requirements, or No. 5--Does not meet requirements.
- 9. The Summary Evaluation Meeting is held to review and discuss all evaluations with the Evaluee. The Evaluee reviews the Faculty/Classroom Observation/Evaluation Report Forms, the Student Evaluations of Instructor summary, the Administrative Evaluation Form, and the Summary Report Form(s). If the Vice President or designee did a Faculty/Classroom Observation/Evaluation, s/he shall attend the Summary Evaluation Meeting. The Evaluee is given an opportunity (a minimum of one week to respond in writing to any issues raised by the evaluations.
- 10. All evaluation documents, including the summary of Student Evaluations, the Faculty/Classroom Observation/Evaluation Report Form(s), the Administrative Evaluation Form, the Self-Evaluation Form, the Summary Report Form(s), and any Evaluee response, shall be forwarded to the Vice President or designee for inclusion in the Evaluee's Personnel File; copies of the documents should also be forwarded to the Evaluee and the Department Chair. The Vice President or designee is responsible for sending all Summary Report Forms and Administrative Evaluations for all part-time and tenured faculty to the District Office of Human Resources, with a copy also sent to the Vice Chancellor of Educational Services by the end of the semester.

11. Incomplete Evaluations

If the student evaluations, Faculty/Classroom Observation(s)/Evaluation(s), or Summary Report Form(s) are not completed with four (4) weeks left in the semester, the Vice President or designee and the College Academic Senate President (or representative) shall jointly develop a plan by the end of the semester to complete the process. In cases when the evaluation is not completed, the Evaluee shall have the right to receive a full evaluation during the following semester, if s/he makes a request for a full evaluation (in writing) to his/her Vice President or designee (with a copy to the PFT) within the first two (2) weeks of the following semester.

12. On-line Evaluations.

1) In any situation where an instructor can be evaluated in either a classroom setting or on-line, the method of evaluation shall be determined by mutual agreement of Evaluee and Evaluators.

2) In the case of online classes:

- (a) Student evaluations shall be conducted on the Web, using identical questions to those in the currently approved student evaluation form.
- (b) The Faculty Evaluator and the Evaluee shall make a good faith effort to agree on a Faculty/Classroom Observation/Evaluation plan which will allow the Evaluator to fill out the current Faculty/Classroom Observation/Evaluation form for the on-line class and follow, as best they can, the current evaluation procedures. This shall include a pre-evaluation meeting, an evaluation, and a post-evaluation meeting (which can be the Summary Evaluation Meeting). These meetings may be conducted on-line. The Evaluator will spend at least one hour observing the on-line class, but is not limited to one hour.

RECOMMENDATIONS FOR NEW FORMS AND CHANGES TO EXISTING FORMS

- 1. Should any faculty group or administrator recommend the creation of a new form for evaluation or recommend changes in existing forms or student evaluations, such recommendations must be made in writing to the College Vice President of Instruction and the Vice Chancellor of Educational Services who will confer with the other college Vice Presidents of Instruction and the appropriate PFT representative and College Tenure Facilitators.
- 2. If approved by the Vice Chancellor of Educational Services and the appropriate PFT representative, the revised/new forms will be distributed to all College Deans/Administrative Supervisors, Tenure Facilitators, and Department Chairs, and will be used in all subsequent evaluations to which they apply.
- 3. Whenever possible, all forms (other than Scantron Forms) shall be available on disc (or on-line) to be filled out on a computer. However, the District approved forms cannot be altered in form or substance other than in spacing available for responses. If any evaluation form is found to be altered, it may be removed from the portfolio or be required to be rewritten on the approved District form. Once signed, the originals of all forms shall remain in the portfolio.