

enhance satisfactory performance and help probationary faculty members further their own growth, (5) to identify weak performance and assist employees in achieving needed Board objectives, (6) to identify and assist probationary faculty members who are not performing satisfactorily and (7) to assist the Governing

2. The evaluation process shall be sensitive to issues of diversity. All parties to the evaluation process shall adhere to the District's policy on integrity and ethics.

## B. FREQUENCY

1. In order to achieve the goals and purposes of the probationary evaluation process, probationary faculty shall undergo a comprehensive evaluation during the fall semester of each of the four years of the probationary period, according to the schedule and processes set forth below.
2. Probationary faculty will undergo additional observations during the spring semester of the probationary period if any of the following occur:
  - a. The probationary faculty member requests to be observed during the spring semester.
  - b. At least two members of the evaluation team request worksite observations to occur in the spring.
  - c. A remediation plan is in place for the probationary faculty member.
  - d. The probationary faculty member's duties are significantly different during the spring and fall such that a complete picture of the faculty member's performance cannot be adequately assessed without including the spring (e.g., the coach of a spring sport).
3. Requests for additional spring worksite observations under paragraph 2 of this section shall be made before April 15, in sufficient time for those observations to be scheduled and occur.
4. Student evaluations will be required when additional worksite observations are performed.

## C. ASSESSMENT CRITERIA

1. CORE DUTIES: The tenure review process should assess the probationary faculty member's performance on the following core duties:





g. Participation in community service or community projects that positively reflect on the District.

h. Participation in organized student success efforts.

#### 6. PROFESSIONAL GOALS

The comprehensive evaluation also will include an opportunity for the evaluatee to develop and assess one to three professional goals each evaluation cycle that will enhance the probationary faculty member's ability to serve students and the campus-wide community.

#### D. EVALUATION TEAM

1. Evaluation of all probationary faculty members will be done by an evaluation team created specifically for that employee. Each evaluation team shall consist of the evaluatee, an appropriate administrator (usually the direct supervisor, dean in the area or appropriate administrator), and one tenured faculty peer(s) approved by the Academic Senate. Upon request by the probationary faculty member, a second tenured peer evaluator will be allowed.
2. If there is only one peer, it should be from the discipline of the evaluatee or a closely related discipline. The other may be selected from any discipline. The evaluatee will select his or her peer(s) by filling out a Peer Evaluator Selection Form (see appendices, section C), and forwarding it to the Academic Senate for approval. If the evaluatee requests assistance to select a peer(s), then the Academic Senate may provide guidance.
3. The vice president of each area will determine the administrative member of the evaluation team.
4. Evaluation team members shall participate in training on the evaluation process before serving on the evaluation team. This training will be provided by the District in cooperation with the Academic Senate.
5. The evaluation team shall be named before the end of the preceding semester, where possible.
6. Whenever possible, the evaluation teams shall be the same during the entire probationary period.
7. Changing team members:
  - (a) For good cause, the evaluatee may elect to change peer evaluators.
  - (b) For good cause, the evaluatee, peer evaluator(s) or the administrator may ask the appropriate vice president for a change in the evaluation team. All changes in the evaluation team require the approval of the vice president. If the vice president agrees,

the appropriate parties will name substitutes (the vice president is responsible for naming the substitute administrator, and the Academic Senate is responsible for appointing substitute peer evaluator(s)).

## E. COMPONENTS OF THE COMPREHENSIVE EVALUATION

### 1. STUDENT APPRAISALS

- a. Students from each of the evaluatee's classes shall be given the opportunity to participate in the evaluation by submitting written evaluations and comments utilizing the student appraisal form, either in paper or in the approved online format within the course shell of the course management system. If distributed in paper, the evaluation team will select a person other than the evaluatee to administer the evaluations and return the forms to the appropriate administrator, who will have the material collated and summarized.
- b. In classes in which the students need help in understanding the form, the evaluation team will select a person able to provide assistance.
- c. For counselors, evaluation forms, either in written or electronic form, will be sent to all students who have met with the counselor during the evaluation period of at least two weeks' duration and until a minimum of 20 students' surveys are obtained. For any classes taught by the counselor during the probationary year, paragraphs a. and b. above additionally apply.
- d. For librarians, the provisions of paragraphs a. and b. will be used for any teaching assignment. In addition, all students who received reference or other services from a librarian during a period of at least two weeks, to be selected by the evaluation team, will be given the opportunity to supply feedback using the Librarian Form (see appendices, section C.)

If the librarian has not provided reference services, the evaluatee, the immediate supervisor, and the peer(s) shall each select five library users for a total of at least 20 who come in contact with the evaluatee to be interviewed by the immediate supervisor and at least one of the peer(s).

- e. Student appraisals for the fall shall be completed by November 15, and for the spring by April 15, so that they can be collated and become part of the evaluation materials. Late appraisals will be accepted only if their lateness does not deprive the evaluation team of the opportunity to consider them in the evaluation.

### 2. REPORTS BY EVALUATEE

On or before October 15, the evaluatee shall submit to the evaluation team members:

- a. Copies of instructional materials, including all course syllabi, samples of study guides and other instructional materials, and samples of quizzes and examinations for all



- f. For self-paced labs and academic support services, observations shall be made during times when the faculty member is performing academic functions working with students. Each observation shall be at least one hour in length, and each evaluator shall perform at least two evaluations for a total of 6 evaluations.
- g. For faculty teaching distance education courses, a worksite observation shall consist of one (1) learning unit of a course, which should be roughly equivalent to the material that would be covered in one (1) week of class. Evaluators will be given access to all materials posted by the instructor and discussion thread posts by both the instructor and students for that learning unit and have access to some documents outside of the unit including: a syllabus, lesson plan, class policies, required class activities, exam questions, and any current announcements posted for the course. Just as with face-to-face classes, students may be told that a faculty worksite observation is being conducted. The unit to be evaluated will be agreed upon by the evaluators and evaluatee prior to the evaluation taking place. The evaluator will have access to the course management system as a guest during the one-week period referenced above.
- h. For faculty teaching face-to-face courses evaluators will be given all materials





## G. REMEDIATION PLAN

1. During the first, second, or third year, if the administrator and/or peer(s) evaluate the employee as “needs improvement,” a draft plan consisting of measurable and achievable objectives will be jointly developed by all parties at the post-evaluation conference or within 10 days thereof. A clear outline and procedure for the remediation process should be explained to the employee who needs remediation. The procedure should list the necessary steps that the employee must follow (e.g., visiting x number of instructors’ classrooms, turning in a progress report, etc.), and a timeline for doing so.
2. Remediation plans developed under this section may require additional worksite evaluations to take place during the spring semester. The remediation plan should be in final form before the third week of the spring semester, and should be designed so that its objectives can be met before the end of the spring semester.
3. For good cause, deadlines set in the remediation plan can be extended by mutual written agreement between the evaluatee and his or her supervisor, and with notice to the peer evaluators. Good cause exists when, for instance, a good faith effort to accomplish the goals and objectives is being made.
4. If, during any year of review, the employee is rated as “unsatisfactory,” the evaluation team may postpone the creation of a Remediation Plan until after the Board of Trustees acts on contract renewal recommendations.
5. If an employee is given a remediation plan during the fourth year, the remediation process



