

ARTICLE 15

REGULAR (TENURED) FACULTY EVALUATION

15A. Purpose

The purpose of Faculty evaluation is to provide students the best quality education possible, in the context of the objectives of each Instructional, Counseling, Library and Special Assignments Service Area, pertaining to each college and the District. This is achieved through the professional growth and development of all unit members involved in the evaluation. The evaluation process is designed to assist unit members in examining their objectives, techniques, and accomplishments, and to provide a means to recognize outstanding performance, a means to identify areas in which changes might prove beneficial to students' learning, and a two-way channel of communication about program needs. Since the evaluation process facilitates communication among peers, it serves to promote the professional development of evaluation team members and Regular (Tenured) unit member evaluatees. This policy conforms to the provisions of AB 1725 and Sections 87663 and 87664 of the Education Code.

15B. Guiding Principles

15B.1 Non-Discrimination

The evaluators shall not consider information about the private life, religious, political and/or organizational affiliations, or sexual preferences of the Regular (Tenured) unit member evaluatee.

15B.2 Use Of Anonymous Materials

No anonymous letters or material shall, in any form, be used in the evaluation process except that student evaluations of Regular (Tenured) unit members done on negotiated student evaluation forms shall be anonymous in order to protect the identity of the student.

15B.3 Forms

Only those forms that have been negotiated shall be used in the evaluation process.

[See Appendix:](#)

Evaluation: Counseling Faculty Evaluation Form - Student Survey

Evaluation: Counseling Faculty Performance Observation Form

Evaluation: Special Assignment Faculty - Client Survey Form

Evaluation: Library Faculty Observation Form

Evaluation: Library Faculty Orientation - Student Survey Form

Evaluation: Observation of Instruction Form - Online Class

Evaluation: Observation of Instruction Form: Math Emporium

Evaluation: Observation of Instruction Form - Face to Face Class

Evaluation: Student Response to Instruction Form - Face to Face Class

Evaluation: Student Response to Instruction Form – Math Emporium

Evaluation: Student Response to Instruction Form - Online Class

15B.4 Written Responses

The Regular (Tenured) unit member evaluatee has the right to respond in writing to the evaluation(s). Written responses shall become part of the Regular (Tenured) unit member's Personnel File, see [Article 16-1](#).

15B.5 Non-Retaliation

There shall be no retaliation against a Regular (Tenured) unit member who voices an opinion or files a signed written opinion.

15B.6 Retention Data

Retention data may be used to alert the evaluators that the unit member needs to develop strategies to retain students. Retention data shall not be the basis for an unsatisfactory evaluation.

15C. Faculty Standards For All Regular (Tenured) Faculty

15C.1 Forward

Faculty at Chabot College and Las Positas College have been selected with considerable care and with particular attention to their ability to give freely of their knowledge and talents to students. Each unit member is asked to assume the personal and professional obligations which inhere in a career as college Instructional, Counseling, Library, or Special Assignments Faculty. The unit members are expected to meet the Faculty Standards by demonstrating excellence: in working with students; in collegial participation; in professional and personal enrichment; and in professional responsibilities.

15C.2 Excellence In Working With Students

- a. Knowing their subject fields in depth, to keep up to date and to be alert to new materials in the literature;
- b. Challenging students and setting high expectations with full knowledge of the diversity of human qualities and learning styles;
- c. Demonstrating sensitivity in working with students, including those of diverse racial and ethnic backgrounds, sexual orientations, and abilities; and
- d. Creating opportunities for students to assume responsibility for their own learning.

15C.3 Collegial Participation

Collegial participation is defined as a unit member contributing to a collaborative, respectful working environment with all staff. Some areas in which collegial participation can be demonstrated include, but are not limited to, the following:

- a. Developing curriculum;

- b. Recommending organizational policies;
- c. Assessing program needs and effectiveness;
- d. Participating in appropriate collegial governance, committees, and campus life;
- e. In team taught courses or any course taught by a group of Faculty, cooperating with the majority of the Faculty team with respect to instructional delivery, student evaluation, and the use of support materials, including texts and documents; and
- f. Collaborating in curriculum development and the accreditation process.

15C.4 Professional And Personal Enrichment

- a. Participating regularly in self-initiated professional development activities such as classes, workshops, conferences, seminars or professional meetings; and/or
- b. Publishing, making conference presentations, presenting artistic exhibits, giving performances, researching, and becoming involved in community matters relevant to the academic area.

15C.5 Professional Responsibilities

Unit members are expected also to fulfill the specific requirements listed below:

- a. Attend and participate in college-wide meetings, division meetings, College/District standing committees, subdivision and/or task force meetings;
- b. Participate in orientation, commencement (see [Article 8C.3](#)), and on-campus professional development activities;
- c. Participate in program and subject area improvement tasks, such as creating and assessing Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs), revising and developing curricula, program review, articulation, and mentoring students and Part-time Faculty members;
- d. Meet deadlines and submittal of Discipline Plans (see [Articles 26E.4 to 26E.7](#) for Discipline Plan definition), schedules, grades and Census Reports (see [Article 1C.1.cc.](#) for Census definition); and
- e. Where appropriate, participate in advisory committees and maintain contacts with other educational institutions, organizations, businesses or industry.

Discretionary professional activities include but are not limited to holding memberships in the Faculty Senates, joint College/District/Faculty Association Committees, College/District ad hoc committees, regional, state, national or international professional organizations, and/or student clubs or activity advising. Unit members may also participate in outreach/marketing activities to other educational segments and the community.

15C.6 Additional Specific Standards For Instructional Faculty

- a. Delivering coherent lectures;
- b. Creating assignments that serve instructional goals;
- c. Creating exams and/or other evaluative assignments that test for mastery of course content;
- d. Creating course materials that serve instructional goals;
- e. Organizing course content so that it encompasses authorized course outlines;
- f. Identifying basic and essential concepts and developing pertinent materials and strategies that will assist students in understanding the core subject matter consistent with the official course outline;
- g. Preparing carefully and organizing a course of instruction which adheres to the objectives and suggested materials listed in the course outline, and which encourages student use of campus resource centers and laboratories. If Faculty within a team teaching class (see [Article 10D.2d.](#) for definition), have adopted a required text, that text must be used unless the Faculty in the affected class agree to an exception;
- h. Teaching with imagination, vigor, and clarity, attempting to provide a framework of learning which consciously places topics in a well-knit relationship one to the other;
- i. Applying new technologies in the delivery of instruction where appropriate; and
- j. Working collaboratively in the Enrollment Management Process as described in [Article 26: Enrollment Management.](#)
- k. See [Article 10F.3g and k](#) for evaluation of online instruction.

15C.7 Additional Specific Standards For Counseling Faculty

- a. Working in and supporting a collaborative Counseling Division team environment;
- b. Demonstrating a wide variety of counseling skills (listening, interviewing, trusting, encouraging, flexible, resourceful, fair) and counseling techniques while providing academic, career, and personal counseling services;
- c. Demonstrating a high degree of accuracy when providing information concerning college/university transfer, degree requirements, college/district procedures and course curriculum;
- d. Applying new technologies in the delivery of counseling services;
- e. Developing and implementing new/revised projects, programs, and activities in accordance with the Counseling Divisions' Adopted Goals and Objectives;
- f. Developing liaisons between the Counseling Division and Instructional Divisions, serving on committees, and achieving familiarity with College and District goals and policies;
- g. When applicable to a particular coordination assignment, demonstrating

- leadership and advocacy in collaboration with other staff in a particular unit;
- h. When applicable to a particular coordination assignment, demonstrating planning and vision in delivering counseling and student support services; and
 - i. Working collaboratively in the Enrollment Management Process as described in [Article 26: Enrollment Management](#).

15C.8 Additional Specific Standards For Library Faculty

- a. Working in and supporting a collaborative team environment;
- b. Developing and implementing new/revised projects, programs and plans in accordance with the Adopted Goals and Objectives of the Learning Resources Program;
- c. Promoting student and staff access to use of the Library through comprehensive reference service and bibliographic instruction;
- d. Contributing to building, organizing, and maintaining Library collections, including implementing electronic access to information;
- e. Teaching students in class orientations, individually, and through Library Skills courses;
- f. Developing liaisons between the Library Faculty and Instructional Faculty, serving on committees and achieving familiarity with College and District Goals and Policies;
- g. Applying new technologies in the delivery of Library services; and
- h. Working collaboratively in the Enrollment Management Process as described in [Article 26: Enrollment Management](#).

15C.9 Additional Specific Standards For Faculty On Special Assignments/Coordinator Assignment(s)

In consultation with the Regular (Tenured) unit member evaluatee and the supervisor, the Peer Review Committee will develop Faculty Standards appropriate to each unit member on Special Assignments/Coordinator Assignment(s) as his/her Primary Duty. The Faculty Standards shall be clearly related to the Special Assignments/Coordinator Assignment(s) and comparable in their level of specificity to the Faculty Standards described above for the other categories of Faculty. The Faculty Standards shall be approved in writing by the appropriate Vice President, within three weeks of the first day of service. Where appropriate, working collaboratively in the Enrollment Management Process as described in [Article 26: Enrollment Management](#) is an expectation.

15D. Frequency And Timeline

There are two (2) different types of evaluation: regular scheduled and nonscheduled. Each type must follow the Faculty Standards and timelines articulated in this Article.

All Regular (Tenured) unit members will undergo a regular scheduled evaluation once every three (3) Academic Years. The three-year period is measured from when the process should have last begun (i.e., if an evaluation should have started Fall 2010, the next must be started and completed in Fall 2013).

This regular scheduled evaluation cannot be deferred except by a negotiated agreement between the District and the Faculty Association.

A nonscheduled evaluation will only occur under the conditions stated in Article 15.D.2 below. The process for a nonscheduled evaluation is the same as for a regular scheduled evaluation except for the special expectations articulated in Articles 15D.2 and 15D.3a. below.

15D.1 Regular Scheduled Evaluation

Evaluation for an individual unit member shall occur once every three (3) Academic Years. See Article 15D above.

15D.2 Non-Scheduled Evaluations

If the College Vice President, Academic Services or College Vice President, Student Services becomes aware of Faculty performance issues which appear to indicate a need for improvement, the appropriate College Vice President will consult with the unit members' most recent Peer Review Committee, and the Committee will consider and may recommend options for a follow-up nonscheduled evaluation. If one or more of the Peer Review Committee members is unavailable (i.e., on Leave of Absence, or no longer in active service in the District), the Vice President will consult with those members who are currently available. It is understood that this nonscheduled evaluation will take place out of sequence from the three (3) Academic Year evaluation cycle described in Article 15D.1 above.

When possible, a meeting with the unit member and the Peer Review Committee will take place prior to any recommendation for a nonscheduled evaluation. If a nonscheduled evaluation is ultimately elected, it will be conducted by a special Peer Review Committee established for this purpose in accordance with [Article 15F.1b](#).

15D.3 Timelines For Regular Scheduled And Nonscheduled Evaluations

As stated above in Article 15D.1, the entire evaluation shall take place within a single semester, with the documents to the appropriate Vice President by the end of the semester. The following timeline shall be observed during the semester in which the review takes place:

- a. For nonscheduled application only: Identification of, and notice to, a unit member evaluatee and his/her most recent Peer Review Committee within thirty (30) days of the date upon which the appropriate Vice President became aware of issues nominally indicating a need for improvement (applies to nonscheduled evaluation only);
- b. Submission by the Peer Review Committee of the Peer Review Report to the unit member evaluatee, in a private confidential meeting, by the end of the semester; and

c. A copy of the Peer Review Committee's Report and all supporting documents, with the unit member evaluatee's response, shall be routed to the appropriate Administrator, appropriate College Vice President and the College President, and then forwarded to the unit member evaluatee's District Personnel File, see [Article 16-1](#).

d. Per Article 15F.1 Peer Review Committee Composition

(1) Regular Evaluation:

The Peer Review Committee shall consists of two (2) Regular (Tenured) Faculty members, one (1) of whom shall be from the unit member evaluatee's Division.

If one member of the Peer Review Committee does not complete his or her duties during the assigned semester, then the outstanding evaluation shall be completed during the following semester without a need to repeat any portion of the process that was already performed. It is understood that this follow-up evaluation may be performed by a new Peer Review Committee member, with his/her name drawn in a manner consistent with [Article 15F](#).

15E. Evaluation Components And Procedures

Training sessions to prepare Faculty to perform evaluations shall be conducted on an annual Academic Year basis as part of Faculty Association activities. Each appropriate Administrator shall be required, by the end of the third week of the Academic Year, to submit a schedule for conducting Regular (Tenured) Faculty evaluations to the appropriate Vice President.

The training shall be conducted by the Faculty Association at each college and shall consist of the following:

- a. Adherence to the stated timelines in this Article;
- b. Providing guidelines for the use of the negotiated evaluation forms.

The Regular (Tenured) evaluation process is Faculty driven and detailed below.

15E.1 Professional Review Report

The Professional Review Report is prepared by the Regular (Tenured) Faculty member being reviewed and submitted to the Peer Review Committee [three (3) to eight (8) pages]: an assessment of performance in relation to each of the Faculty Standards in [Article 15C](#):

- a. Excellence in Working with Students;
- b. Collegial Participation;
- c. Professional and Personal Enrichment;
- d. Professional Responsibilities;
- e. Additional Specific Standards, if applicable; and
- f. Discussion of achievements as well as problems or issues.

15E.2 Supporting Materials Attached to the Professional Review Report

All supporting materials, as defined in Sections a, b, and c below, shall pertain to the timeframe since the last scheduled evaluation.

- a. Course Syllabi used by the Instructional Faculty unit member in two (2) or more courses.
For Counseling Faculty and Library Faculty, any materials developed by the Counseling or Library Faculty, and distributed to students may be included.
For Faculty on Special Assignments, similar supplementary documentation will be expected.
- b. Negotiated student evaluation forms from at least two (2) different sections or Counseling, Library or Special Assignments Faculty observations. [See Appendix](#): Evaluation: Counseling Faculty Evaluation Form - Student Survey, Evaluation: Library Faculty Orientation - Student Survey Form, Evaluation: Student Response to Instruction Form - Face to Face Class, Evaluation: Student Response to Instruction Form - Math Emporium, Evaluation: Student Response to Instruction Form - Online Class.
- c. Additional supporting materials may include work site visitations, completed final exams or class projects; retention data; standardized test results; samples of handouts; or other relevant materials.
- d. The supporting materials will be returned to the Regular (Tenured) unit member evaluatee upon completion of the report of the Peer Review Committee and review by the appropriate Vice President.
- e. See [Article 10F.3g and k](#) for evaluation of online instruction.

15F. Peer Review Committee Composition And Role

15F.1 Peer Review Committee Composition

a. Regular Evaluation

The Peer Review Committee shall consist of two (2) Regular (Tenured) Faculty members, one (1) of whom shall be from the unit member evaluatee's Division.

The unit member's evaluatee's Division based Committee member shall be selected from within the unit member evaluatee's Division by a blind Division based lottery at the first Division meeting of the semester in which the evaluation is to occur. The unit member being evaluated shall have the opportunity to be present at the lottery. Once a unit member's name has been drawn for service on a Regular (Tenured) Faculty Evaluation Peer Review Committee, that unit member's name shall be set aside and removed from the lottery pool so as to insure that one unit member will not be drawn more than once unless there are not a sufficient number of unit members within the Division to serve on Regular (Tenured) Faculty Peer Review Committees.

Once the first Peer Review Committee member is determined, the second Committee member shall be selected by lottery from the unit member's discipline or related discipline. Alternatively, if requested by the unit member evaluatee and approved by the appropriate Administrator, the second Peer Review Committee member may be selected by a second draw from the Division, or by lottery from a specified discipline or disciplines either within or without the Division.

The unit member evaluatee may challenge either Peer Review Committee appointment by requesting a replacement. Only one challenge is permitted. If the unit member evaluatee so challenges this aspect of the Committee composition, the challenged Committee member shall be replaced from the same group and in the same manner as the removed Committee member.

b. Nonscheduled Evaluation

A three (3) member Peer Review Committee shall be created. The first member shall be a Regular (Tenured) Faculty member selected from within the unit member evaluatee's Division by a blind Division based lottery in the same manner as described in [Article 15F.1a](#) above. The second member shall be selected by the unit member who is being evaluated. This member must be another Regular (Tenured) Faculty member or Administrator from another Division. The third member shall be a Regular (Tenured) Faculty member selected by mutual agreement of the appropriate Administrator and the unit member who is being evaluated.

15F.2 Peer Review Committee Responsibilities

a. Class Visits or Appropriate Observations

Each Peer Review Committee member shall conduct a class or appropriate observation visit. The visit shall be announced in advance to the unit member evaluatee, and the unit member evaluatee shall have the right to request the visit be rescheduled. The visit shall be summarized by the Committee member evaluator on a negotiated Class Visit or appropriate Observation Form. The Peer Review Committee Report shall be a fair and accurate summary report of the facts reported on the Class Visit or appropriate Observation Form and shall be a fair and accurate summary of the judgment of the Peer Review Committee members. [See Appendix: Evaluation: Counseling Faculty Performance Observation Form, Evaluation: Library Faculty Observation Form, Evaluation: Special Assignment Faculty - Client Survey Form, Evaluation: Observation of Instruction Form - Face to Face Class, Evaluation: Observation of Instruction Form - Math Emporium, Evaluation: Observation of Instruction Form - Online Class.](#)

The Peer Review Report shall be provided to the unit member evaluatee within twenty (20) working days from the completion of the class visit or appropriate observation.

- (1) If there is a difference of opinion between the two (2) Peer Review Committee members as to performance after the completion of the class or observation visit under Article 15F.2a. above, then the two (2)

Peer Review Committee members shall make another visit together which shall be announced in advance and shall complete a negotiated Class Visit or Observation Form together to report on this visit. The Peer Review Committee Report shall be a fair and accurate report of the facts reported on the Class Visit or Observation Form and shall be a fair and accurate summary of the judgment of the Peer Review Committee members. The Peer Review Committee Report shall be provided to the unit member evaluatee within twenty (20) working days from the completion of the class visit or appropriate observation.

- (2) If there are performance deficiencies remaining after the completion of the class or appropriate observation visit in Article 15F.2a.1. above, then an Administrator may make another class visit or appropriate observation which shall be announced in advance and shall then complete a negotiated Class Visit or Observation Form to report on this visit. The Administrator's Report shall be a fair and accurate report of the facts reported on the Class Visit or Observation Form and shall be a fair and accurate summary of the judgment of the Administrator.

See Appendix: Evaluation: Counseling Faculty Performance Observation Form, Evaluation: Library Faculty Observation Form, Evaluation: Special Assignment Faculty - Client Survey Form, Evaluation: Observation of Instruction Form - Face to Face Class, Evaluation: Observation of Instruction Form - Math Emporium, Evaluation: Observation of Instruction Form - Online Class. The Class Visit or Observation Visit Report shall be provided to the unit member evaluatee within twenty (20) working days from the completion of the class visit or appropriate observation.

b. Summary of Student Surveys

Students shall be surveyed in no fewer than two (2) classes or observational site visits. The Peer Review Committee shall be responsible for the distribution and collection of the surveys. The survey form used shall be a standard negotiated form. See Appendix: Evaluation: Counseling Faculty Evaluation Form - Student Survey, Evaluation: Library Faculty Orientation - Student Survey Form, Evaluation: Student Response to Instruction Form - Face to Face Class, Evaluation: Student Response to Instruction Form - Math Emporium, Evaluation: Student Response to Instruction Form - Online Class.) The Peer Review Committee shall compile and analyze, and write a summary of the student surveys, including an item-by-item tally of the responses.

c. Examine and Discuss the Professional Review

The Professional Review Report ([Articles 15E.1](#) and [15E.2](#)) shall be submitted to the Peer Review Committee which shall meet with the unit member evaluatee to discuss the unit member evaluatee's Professional Review. The discussion will assist the unit member evaluatee in the following ways:

- (1) examining the objectives, techniques, and accomplishments in relation to the Faculty Standards in [Article 15C](#);

- (2) recognizing outstanding performance;
 - (3) identifying areas, if any, which are unsatisfactory and/or appear to be in need of improvement; and
 - (4) facilitating communication about program needs.
- d. **Additional Supporting Materials**
The Peer Review Committee may request additional supporting materials from among those listed above.
- e. **Peer Review Committee Summary**
Based on the Class Visit or appropriate Observation Reports, Student Surveys, and a review of the Professional Review Report, there will be a Summary Report prepared by all evaluators within twenty (20) working days from the completion of the class visit or appropriate observation. This Summary Report shall be a fair and accurate summary of the information provided to the Peer Review Committee. This Summary Report shall also be a fair and accurate summary of the judgment made by each individual Peer Review Committee member. If appropriate, the Summary Report should indicate any unsatisfactory performance and/or any area which needs improvement. The unit member evaluatee may attach any comments to the Peer Review Summary Report that goes to the supervisor within ten (10) working days of the completion of the Peer Review Summary Report.

15G. Appropriate Administrator's Review And Responsibilities

All materials from the Peer Review Committee shall be forwarded to the appropriate Administrator. The appropriate Administrator shall do the following:

15G.1 Review Of Documents

Review the documents exclusive to the evaluation process herein. Outside documents shall not be included.

15G.2 Write An Administrator's Review

Write an Administrator's Review that incorporates the Administrative Summary and Evaluation based on applicable contractual Faculty standards including: fulfillment of collegial responsibilities, excellence in working with students, participate in program and subject areas improvement tasks, meet deadlines and submittal of grades and Census Reports, and additional specific standards for instructional faculty.

15G.3 Assist The Regular (Tenured) Faculty Evaluatee

Assist the Regular (Tenured) Faculty evaluatee in examining his/her objectives, techniques, and accomplishments and recognize outstanding performance.

15G.4 Provide Resources

Assist in providing resources in areas in which unit member changes might prove beneficial to students' learning.

15G.5 Review Program Needs

The appropriate Administrator's Review shall be a fair and accurate summary of the information provided to the appropriate Administrator. The appropriate Administrator's Review shall also be a fair and accurate summary of the judgment of the appropriate Administrator.

The appropriate Administrator's Review is given to the unit member evaluatee, who may attach a response. All documents are then forwarded to the appropriate College Vice President.

15H. Vice President's Review

The appropriate College Vice President will review the documents. (If the appropriate Administrator is the Vice President, then [Articles 15G](#) and 15H are combined.) A meeting between the appropriate College Vice President, the unit member evaluatee, and appropriate parties may be requested by either party or by the Peer Review Committee. The appropriate College Vice President will forward the documents through the President to the Office of Human Resources.

15I. Timeline And Limitations

It is expected that the evaluation process will be completed in one (1) semester. See [Article 15D](#) above. The Professional Review, Peer Review Committee Report, appropriate Administrator's Review Report, and other materials prepared as part of this process shall only be used for the purposes set out in this Article.

15J. Grievance

In the event the unit member evaluatee believes that the procedures herein have not been followed, the unit member evaluatee may file a grievance. Nothing in this Article shall be construed to permit either the Faculty Association or a unit member to file a grievance to challenge the substance of any evaluation. Any grievance challenging the procedure utilized for an evaluation shall only first be filed after the completion of the evaluation process at issue.

15K. Role Of The Faculty Association

The Faculty Association shall be allowed to monitor the process at any time at the request of the unit member evaluatee. This Faculty Association involvement shall be for the purpose of monitoring the due process aspects of the evaluation process.