

- (2) By court order. Photocopies of such material may only be made for the court order.

Section 7.10. Student grievance documentation shall not be placed in the concerned Faculty Member's personnel file unless disciplinary action is taken.

Section 7.11. Faculty Members shall be provided a copy of any personnel related documentation that the District sends to other State agencies relating specifically to discipline or evaluation of performance of the Faculty Member. The privacy rights of other individuals will be protected as required by law.

ARTICLE VIII. EVALUATION OF FACULTY MEMBERS.

Section 8.1. Purpose/Definitions.

Section 8.1.a. The purpose of this Article is to improve instruction, counseling and other educational services through the periodic evaluation of all Faculty Members -- TEMPORARY (employed only 2 out of 6 semesters), CATEGORICAL, PART-TIME (50% through 67%), CONTRACT (tenure track) and REGULAR (tenured).

Section 8.1.b. The key to effective evaluation is frequent and dynamic communication between all parties. Management, the evaluation team, and the evaluatee all are responsible for ensuring adequate communication occurs.

All evaluators have the obligation to be unbiased to the best of their ability, to rely on facts and first-hand observations, avoid hearsay, and to be accurate. All aspects of the evaluation process are confidential.

Section 8.2. Evaluation of TEMPORARY (2 out of 6 semesters) Faculty Members.

Section 8.2.a. Evaluation Frequency. Each temporary Faculty Member will be evaluated during the first semester of temporary employment, but no more than once in an academic year unless an improvement plan is recommended.

Section 8.2.b. Panel Selection. The Panel will be made up of the Division Administrator from the division of the faculty and two tenured Faculty Members. The Division Administrator will initiate formation of the panel. In the event the administrator in the division is not available, the Vice President of Instruction or Student Services, as appropriate, will designate the educational administrator to serve in the Division Administrator's place.

- (1) Where the department chair is a tenured Faculty Member, he/she will serve on the committee. Where the department chair is not a tenured Faculty Member, the Academic Senate will appoint a tenured Faculty Member to fill this slot.
- (2) One tenured Faculty Member will be appointed by the Division Administrator. In the event the Temporary Faculty Member is evaluated a second time; the same team members shall serve. Should vacancies occur, the vacant seat must be replaced, and the replacement shall follow the initial procedures for the selection of the vacant seat. Wherever possible, the Panel membership will reflect diversity with respect to ethnicity and gender.
- (3) The Division Administrator shall call a meeting of the new Panel prior to week five (5) at which time the members shall elect a chair.

Section 8.2.c. Student Survey. A student survey will be distributed to at least two classes during the semester of evaluation. The evaluatee will have the right to choose one of the classes (For student survey distribution for Counselors and Librarians see Section 8.7). The Panel chair or designee shall compile the results of the student surveys and forward a copy of the compilation to the evaluatee along with the original surveys. Narrative comments will be provided to the evaluatee after student grades have been issued, during the first week of the following semester. Documents will be maintained confidentially and securely in an appropriate location outside of the Faculty

Member's assigned division office. The compilation will become a part of the evaluation report.

Section 8.2.d. Panel Observation. Each Panel member shall make at least a one academic hour observation between the time the team is impaneled and the writing of the evaluation report. At their discretion, Panel members may make any reasonable number of visits. The team will use the appropriate forms as indicated in Appendix B.

For on-site classes, the evaluator will consult with the evaluatee before choosing an appropriate date or range of dates for the observation. The evaluatee will provide the evaluator with a copy of their class syllabus and any other relevant documentation or information for the lesson being observed. The evaluator shall make at least a one academic hour observation of the on-site class.

For online courses, the evaluator will consult with the evaluatee before choosing an appropriate date or range of dates for the virtual observation. The evaluator will be given access to all relevant components of the course so that he or she may properly gauge the student experience in the virtual classroom and the level of effective contact/regular and substantive interaction between the students and the instructor. The evaluatee will also provide the evaluator with any other relevant documentation or information for the course being observed in order to complete the required evaluation forms. The evaluator shall make at least a one academic hour observation of the virtual class.

For hybrid courses, each evaluator shall employ onsite and/or online evaluation methods as deemed appropriate by the evaluator after consulting with the evaluatee. The evaluator shall observe the onsite and/or online class for a total of at least one academic hour.

Section 8.2.e. Special Assignment. In the event that a Temporary Faculty Member has 50% or more of special assignment, a self-evaluation may be utilized by the Faculty Member using the self-evaluation form found in Appendix B. The Panel retains the right to go into the classroom for an observation if a self-evaluation method is chosen.

Section 8.2.f. Evaluation Conference. The Panel shall meet with the evaluatee to review the evaluation materials, to discuss proposed recommendations and to give any preliminary suggestions for professional development including mentoring.

Section 8.2.g. Evaluation Report. Following the conference and the review of all materials deemed necessary by the Panel, an evaluation report with recommendations and the complete file of the evaluation will be submitted to the Vice President of Instruction (or Vice President of Student Services, as appropriate) with a copy to the evaluatee. Each panel member will sign the final report. In response to the report, the evaluatee or any Panel member may submit to the Vice President of Instruction (or Vice President of Student Services, as appropriate) a written, signed statement. Any statements will be attached to the report.

Section 8.2.h. Appendix B provides forms.

Section 8.3. Evaluation of CATEGORICAL Faculty Members.

Section 8.3.a. Evaluation Frequency. Each Categorical Faculty Member will be evaluated each year of employment for four years. Thereafter, evaluation shall be at least once every six regular semesters. The evaluation will be based on activities and observations since the last evaluation.

Section 8.3.b. Panel Selection.

- (1) For the first four years of employment, the Panel selection and report procedures for Categorical Faculty Members set out in Section 8.2.b through 8.2.h. shall be used. In the event that a Categorical Faculty Member has 50% or more special assignment, a self-evaluation may be utilized by the Faculty Member using the self-evaluation form found in Appendix B. The Panel retains the right to go into the classroom for an observation if a

self-evaluation method is chosen.

- (2) At least once every three years after that, the Panel selection and report procedures for Regular Faculty Members set out in Section 8.6.b. through Section 8.6.g. excluding the last two sentences in Section 8.6.g. shall be used. In the event that a categorical Faculty Member has 50% or more special assignment, a self-evaluation may be utilized by the Faculty Member using the self-evaluation form found in Appendix B in accordance with Section 8.6.k. The Panel retains the right to go into the classroom for an observation if a self-evaluation method is chosen.

Section 8.4. Evaluation of PART-TIME (50% through 67%) Faculty Members

Section 8.4.a. Evaluation Frequency. Each part-time Faculty Member shall be evaluated, at least, during the first and fourth semesters of employment, and thereafter at least once every six regular semesters. The evaluation will be based on activities and observations since the last evaluation. Formal evaluation shall be performed by the department chair. If the department chair is not available or there is not a department chair, the evaluation will be performed by a Regular Faculty Member from the discipline or a related discipline. In that case, the evaluator will be selected by the site/discipline administrator in consultation with the evaluatee.

Section 8.4.b. Multiple College Assignments. Part-time (50% through 67%) faculty who are teaching at two or three Colleges within the District during the semester they are scheduled for evaluation shall be evaluated at each College.

Section 8.4.c. Student Survey. A student survey will be distributed to at least one class during the semester of evaluation. The evaluatee will have the right to choose one of his/her classes to be surveyed. (For student survey distribution for Counselors and Librarians see Section 8.7.) The evaluator or designee shall compile the results of the student surveys. Narrative comments will be provided to the evaluatee after student grades have been issued, during the first week of the following semester. Documents will be maintained confidentially and securely in an appropriate location outside of the faculty member's assigned division office. A copy of the compilation of the student surveys will be forwarded to the evaluatee along with the original surveys. The compilation will become a part of the evaluation report. For all online classes, student evaluations shall be initiated by the college Office of Institutional Research. Such surveys will be completed by students online, compiled confidentially by the Office of Institutional Research and then submitted to the evaluator.

Section 8.4.d. Observation.

For on-site classes, the evaluator will consult with the evaluatee before choosing an appropriate date or range of dates for the observation. The evaluatee will provide the evaluator with a copy of their class syllabus and any other relevant documentation or information for the lesson being observed. The evaluator shall make at least a one academic hour observation on the on-site class.

For online courses, the evaluator will consult with the evaluatee before choosing an appropriate date or range of dates for the virtual observation. The evaluator will be given access to all relevant components of the course so that he or she may properly gauge the student experience in the virtual classroom and the level of regular effective contact/regular and substantive interaction between the students and the instructor. The evaluatee will also provide the evaluator with any other relevant documentation or information for the course being observed in order to complete the required evaluation forms. The evaluator shall make at least a one academic hour observation of the virtual class.

For hybrid courses, the evaluator may employ either onsite or online evaluation methods or both. The evaluator will complete the appropriate form as indicated in Appendix B.

Section 8.4.e. Evaluation Conference. The evaluator shall provide the evaluatee with a copy of the

observation form and the student survey compilation and offer to meet with the evaluatee to review the evaluations.

Section 8.4.f. Evaluation Report. The Faculty Evaluation Report, with a "satisfactory," "needs improvement," or "unsatisfactory" designation marked, will be submitted to the Vice President of Instruction or Student Services, as appropriate. The Division Administrator may approve an additional evaluation. After the receipt of the evaluation report, any part-time Faculty Member who receives an unsatisfactory evaluation, upon written request made within 10 days of the part-time Faculty Member's receipt of the evaluation, may be granted a further evaluation after an examination of the evaluation materials by the Vice Chancellor of Human Resources. If a request for an additional evaluation is approved by the District, the further evaluation must be completed within the same academic term. An additional evaluation may be performed by a peer. After 10 days, if no request is made, the evaluation will be considered complete.

In most cases, part-time Faculty Members whose most recent evaluation on file is "satisfactory" shall be given a "needs improvement" designation before receiving an "unsatisfactory" designation, should the evaluator feel that improvements need to be made. However, evaluators reserve the right to assign an "unsatisfactory" designation without previously assigning a "needs improvement" designation, should the merits of the circumstances warrant such an evaluation designation.

Section 8.4.g. Needs Improvement with Previous Satisfactory Designation: If a "needs improvement" designation is marked and the evaluatee had received a "satisfactory" designation in the previous evaluation cycle, a Performance Improvement Plan (PIP) (Appendix B-11) will be created by the evaluator and provided to the evaluatee by the evaluator. The evaluatee will be reevaluated during the following semester.

Section 8.4.h. If an overall "unsatisfactory" designation is marked on the evaluation, the evaluatee may request a meeting with the area dean to discuss the evaluation.

Section 8.4.i. Appendix B provides forms.

Section 8.5. Evaluation of CONTRACT Faculty Members. (Tenure Track)

Section 8.5.a. Evaluation Frequency. Each contract Faculty Member will be evaluated once each year until tenure is granted.

Section 8.5.b. Tenure Track Team Training. To ensure quality, fairness, and objectivity, prior to serving on a tenure-track committee, all members of a tenure track evaluation team must attend training developed and presented jointly by union and management.

This Article must be reviewed by all team members, especially those who haven't recently served on this type of evaluation committee, or when this Article has been updated.

Section 8.5.c. Formation & Initial Steps of the Tenure Track Evaluation Team (Team)

(1) The Team consists of the following members:

- (a) Division Administrator or designated Academic Administrator;
- (b) One tenured Faculty Member appointed from and by the search committee. In the case of administrative retreat, one Faculty Member will be appointed from and by the Discipline-Based Equivalency Committee;
- (c) One tenured Faculty Member appointed by the Senate from volunteers from the evaluatee's discipline;
- (d) One tenured Faculty Member appointed by the Senate from outside of the evaluatee's discipline;
- (e) All matters relating to the performance review process are a confidential nature and members of the Team have the responsibility of maintaining this confidentiality.

Whenever possible, the Team membership will reflect diversity with respect to ethnicity, age, and gender. Should vacancies on the Team occur, the vacant seat must be replaced, and the replacement will follow the initial procedures for the selection of the vacant seat.

- (2) In the event there are no tenured faculty volunteering or available from the discipline, or, if the Senate has not made its appointments to the team by April 30th of the Spring term prior to the beginning of the tenure review process, the Faculty Member selected from the search committee, the Division Administrator, the Academic Senate President, and a Federation Vice President representing the appropriate College will consult to resolve this issue.

It may take longer than anticipated to find a skilled Team that is willing to commit to this four-year process. Therefore, the Division Administrator should begin the process while the new Faculty Member is in the process of being selected. For example, for a typical fall semester hire, the evaluation Team selection process might begin as early as February or March of that year. As soon as the Team is formed, the members should meet and talk about the process they will undertake. They should discuss their personal biases about how students are best taught. They should discuss the importance of setting aside biases during the evaluation process and recognizing that there are a variety of effective ways to teach. The Team members shall discuss how long each of them thinks it takes to become an excellent teacher, and how they each see the standard of “satisfactory” teaching for the purpose of evaluation. Evaluation Team members have the obligation to be unbiased to the best of their ability, to rely on facts and first-hand observations, avoid hearsay, and to be accurate.

- (3) The evaluation process is a learning experience for both the evaluatee and the evaluators. Therefore, all tenured faculty are encouraged to participate in this process. It is time-consuming and counts for the committee responsibility for each of the four years.
 - (a) In cases of excessive team responsibilities and with approval of the immediate supervisor, faculty may reduce office hours for performance of Tenure-Track Team duties (e.g., observation including preparation to observe, meeting, and formal mentoring).
 - (b) If a Faculty Member volunteers on two or more Tenure-Track Teams, the request will be reviewed by management, and, if approved, the Faculty Member will receive a stipend of \$500 each year of the four years, paid at the end of each academic year for each additional Tenure-Track Team. Any increase to this stipend shall be negotiated.
- (4) The Team elects a Chair annually. The Chair responsibilities include the following duties:
 - (a) To inform the evaluatee and Team of the timelines, and get commitments from everyone to share responsibility for strict adherence to the timelines,
 - (b) Call meetings of the Team,
 - (c) Coordinate activities of the Team,
 - (d) Represent the Team.
- (5) Adherence to timelines is essential and is the responsibility of all Team members. The Team should review these timelines frequently and commit to specific dates for the first year of tenure evaluation process. Sometimes, faculty are hired to start the spring semester. It is important for the evaluatee and Team to know that the tenure process timeline does not begin until the following fall semester because of the requirement in the Ed Code that states that a faculty member must work at least 75% of a school year before

it can be counted for tenure purposes. The timelines below assume a fall semester start, so adjust accordingly if the Faculty Member is starting in the spring. Reasonable adjustments to the timelines provided in this Article can be made by the Team if necessary. However, in no circumstance can the annual evaluation process be extended beyond the third week of the Spring semester.

- (6) If a tenure-track evaluatee or tenure-track committee member has a concern regarding whether a tenure-track committee member has properly followed the tenure-track evaluation contract requirements, the evaluatee or committee member may appeal to both the appropriate Vice President of the College and the CFE Vice President for an evaluation and resolution of the complaint. After receiving the complaint, the appropriate Vice President of the College and the CFE Vice President will meet to discuss and examine the concerns, and will determine within twenty (20) working days or any other mandatory deadline, whichever comes first, if retraining, retention, or removal/replacement is necessary.

Section 8.5.d. Criteria for Evaluating Contract Faculty. (Tenure Track & Temporary)

- (1) The District wishes to recommend tenure for faculty who will bring to their department, division, and College breadth and depth of knowledge, teaching effectiveness, and life experiences that will enrich their disciplines and stimulate learning. Coast Community College District's objective is to employ individuals with potential for excellence and increasing ability, engagement with and commitment to our students and the education profession. Faculty recommended for tenure, therefore, must reflect these professional standards in the performance of their faculty responsibilities and their interaction with students and colleagues.
- (2) In conjunction with the performance standards in the evaluation documents, the following criteria are intended to delineate areas of performance that the Team should look for during the evaluation process. The criteria are not all-inclusive and not every criterion will necessarily apply to every faculty position in the Coast Colleges.
- (3) Within each FSA held by a Faculty Member, there is an expectation of the following performance standards, consistent with all relevant language in the Bargaining Unit Agreement:
 - (a) Demonstrable progress towards excellence in teaching and/or in carrying out primary responsibilities for counselors, librarians, or special assignment faculty positions as specifically listed in the Faculty Member's position description, including, but not limited to the following items:
 - currency within the discipline(s);
 - depth of knowledge within the discipline(s);
 - verbal and written communication proficiency with students, colleagues, and staff;
 - use of effective teaching methods and materials appropriate for the course, discipline, modality, and students;
 - compliance with course outline requirements and student learning outcomes;
 - maintenance of regular and timely office hours;
 - confidential, accurate maintenance of student records; and
 - compliance with College and departmental requirements consistent with this bargaining agreement.
 - (b) Appropriate respect for students by demonstrating the following characteristics:
 - patience, fairness, promptness in the evaluation and discussion of student work;
 - appropriate sensitivity and responsiveness to the needs of individual students;

- and
 - support of the diversity of our students, colleagues, and staff in actions, words, and teaching and learning methods.
- (c) Respect for colleagues and the teaching profession characterized by the following conduct:
- acknowledging and defending the free inquiry of students, colleagues, and staff in the exchange of criticism and ideas;
 - acting in accordance with the ethics of the profession and with a sense of personal integrity;
 - working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff while upholding and respecting academic freedom;
 - demonstrating a commitment to and an engagement with the College, the division, and/or the department (as appropriate), and the profession;
 - having the intellectual courage to share your professional opinion constructively, even when not the popular view, in pursuit of improvement; and having willingness to challenge yourself and others to re-evaluate practices in the pursuit of departmental, College, and District excellence.
- (d) The following standards are illustrative of the activities expected of permanent faculty. Tenure-track faculty after their first probationary year are expected to show participation in professional growth activities as evidence of continued professional growth and leadership. Examples include the following professional activities:
- participation in self-initiated professional activities such as course work, attendance at workshops, seminars, professional meetings;
 - conference presentation, artistic exhibit, classroom research, development of new curriculum, participation in publications and related work experience;
 - active participation in collegial governance and campus life, including College or District committees, and community activities.

Section 8.5.e. Recommended Calendar.

(1) 1st Evaluation - first fall semester.

- (a) During Weeks 1-4 - Team meets with evaluatee to review and discuss the process. The Team shall deliver the following documents to the evaluatee:
1. District Ethics Policy
 2. The American Association of University Professors (AAUP) 1940 Statement of Principles on Academic Freedom and Tenure
 3. Criteria for Evaluating Tenure-Track & Temporary Faculty (Section 8.5.d.)
- (b) During Weeks 5-12 - Observations/Evaluations. (See Appendix B). Team divides up the load and overload the evaluatee is teaching so that if practical, every course (i.e., not section) and modality currently taught will be observed at least once. For second eight-week courses, the evaluation will occur no sooner than the third week of actual class meetings (semester week 11).
- (i) Each Team member will make at least one class observation.
- A. Team members will contact the evaluatee to arrange appropriate observations (minimum length = 1 academic hour).
 - B. Each Team member shall set up a brief meeting (live, virtual, or telephonic) before the observation so the evaluatee can explain what her/his lesson plan

for the observation will entail.

- C. The evaluatee may share, or the evaluator may request the handouts or other instructional materials that may be used by the evaluatee during the observation, such as a syllabus. The evaluatee shall provide the requested materials. A syllabus shall consist of, at minimum, the elements identified in Section 12.14.d.

For online courses, the evaluator will consult with the evaluatee before choosing an appropriate date or range of dates for the virtual observation. The evaluator will be given access to all relevant components of the course so that he or she may properly gauge the student experience in the virtual classroom and the level of effective contact/regular and substantive interaction between the students and the instructor. The evaluatee will also provide the evaluator with any other relevant documentation or information for the course being observed in order to complete the required evaluation forms. The evaluator shall make at least a one academic hour observation of the virtual class.

- (ii) Evaluators must be objective and open-minded to other teaching styles beyond their own, and set aside their biases about how to best teach students. The Faculty Member will be given the widest possible latitude within the parameters of professional conduct so that academic freedom will be preserved.
- (iii) Within ten (10) working days after the observation, the evaluator will complete the observation report, deliver it, and meet with the evaluatee to review what was observed and hear feedback from each other about the achievements and challenges of the lesson observed. During this evaluation conference the observation report will be finalized and signed.
- (iv) If the evaluator or evaluatee believe that there has been a serious problem with the observation, it shall be reported within one (1) working day to the Team, who shall determine by majority whether the evaluator will coordinate an additional observation with the evaluatee. The team will make a determination within five (5) working days. The problematic session's observation report shall be discarded and not included as part of the first-year tenure-track evaluation.
- (v) Guidelines for Providing Feedback During the Post-Observation Meeting Between the Evaluator and Evaluatee. Constructive criticism may be both difficult to deliver and difficult to receive. The following guidelines are to be reviewed by each Team member before observing evaluatees.
 - A. Evaluators should be specific when providing feedback, including presenting specific observations that led to the constructive feedback in the evaluation.
 - B. Evaluators should consider "sandwiching" critical feedback between compliments.
 - C. Evaluators should include suggestions about how the specific behaviors observed could be improved.
 - D. Evaluators should give examples from their own teaching experience.
 - E. Evaluators should encourage the evaluatee to engage in a discussion when the observation report is presented and reviewed with the evaluatee. For example, evaluators might ask the Faculty Member to provide his/her "take" on behaviors the evaluator identified critically.

- F. Evaluators should demonstrate engaged and open-minded listening during the response, and commit clearly to working with the evaluatee to improve her/his skills.

(c) During Weeks 9-12 - Student Surveys.

Student Surveys will be distributed to at least three classes, two of which are selected by the evaluatee. A member of the Team will dismiss the evaluatee from the classroom and administer the evaluations to the students, using the script provided with the forms (See Appendix B). (For student survey distribution for Counselors and Librarians see Section 8.7.)

- A. Paper evaluation forms shall be used for site-based classes and telecourses. Electronic evaluation forms shall be used for online classes. The evaluatee shall choose whether to use paper or electronic evaluation forms in hybrid classes.
 - B. Evaluations from at least 33% of the currently enrolled students in each class must be received in order for the student surveys to be considered statistically valid. If less than 33% of the currently enrolled students submit surveys in one or more classes, such surveys will not be included nor considered in the evaluation.
 - C. If student narrative comments in their own handwriting are received, they will be retained in a confidential and secure location outside of the Faculty Member's assigned division office and will be sent to the evaluatee two weeks after the conclusion of the semester during which the evaluations were written.
 - D. A copy of the compilation of student opinions including narrative comments shall be delivered to the Team by the Chair and will be reviewed by the Team prior to writing the Faculty Evaluation Summary Report. (See Appendix B). Student opinions shall be included as part of the evaluation materials.
- (d) During Weeks 13–16 - End of Term Review. The Team shall meet to review evaluatee's progress and prepare for completing the Summary Report. The Team shall then meet with the evaluatee to discuss observed evaluatee strengths, suggested areas for improvement, and to help them prepare their Self-Evaluation. The evaluatee should be encouraged to share her/his perception about her/his strengths and areas for improvement as well.
- (e) First Day of the Spring Semester - Self-Evaluation. The evaluatee shall complete and submit the Self-Evaluation form to the Team no later than the first day of the Spring semester. (See Appendix B). Each Self-Evaluation (after the first one) will encompass the period of time that has transpired since the previous Self-Evaluation was written and submitted.
- (f) During Weeks 1-3 of the Spring Semester - Evaluation Summary Report and Recommendation.
- (i) Subsequent to the meetings with the evaluatee and after the Team has received and reviewed all evaluation forms, the Team as a group will draft the Tenure Track Faculty Evaluation Summary Report. (See Appendix B.)
 - (ii) Criteria for Recommended Employment Status of Contract Faculty (Offer and Acceptance of Employment).
- A. Future Status Employment Recommendation. As part of the Year 1 Tenure Track Faculty Evaluation Summary Report, the Team will determine by consensus its recommendation from one of the following options below:

1. If, based on the evaluation documents, the committee by consensus feels the evaluatee has strong potential and is making positive instructional impact on students, either -
 - a. Enter into a contract for Year 2 (Evaluation is "Satisfactory or better")
 - or
 - b. Enter into a contract for Year 2 with suggestions for improvement (Evaluation is "Satisfactory").
2. If, based on the observation reports, self-evaluation, and consideration of the student evaluations, the committee by consensus feels the evaluatee has potential but specifically identified areas of improvement need to be made - Enter into a contract for Year 2 with an improvement plan (Evaluation is "Unsatisfactory").
3. If, based on the observation reports, self-evaluation, and consideration of the student evaluations, the committee by consensus feels the evaluatee does not have the potential to become a regular faculty member in the next four years - Do not enter into a contract for Year 2 (Evaluation is "Unsatisfactory").

If a recommendation includes an improvement plan or suggestions for improvement, the committee by consensus shall identify in writing the specific suggestions or improvement plan immediately following the Future Status Recommendation on the Tenure Track Faculty Evaluation Summary Observation Report Form.

- B. In Year 2, the Status Recommendation process is the same, except the recommendation shall be for a two-year contract (for Years 3 and 4).
 - C. In Year 4, the Team shall recommend granting of tenure or discontinuance.
- (iii) The recommendation each year must logically follow from the evaluation documents. If the Team is split regarding Future Status Employment Recommendation and cannot reach consensus regarding continuance versus discontinuance, the College President shall meet with the entire Team to discuss the evaluatee. The College President will then meet with the evaluatee, after which she/he will determine the final Future Employment Status Recommendation.
 - (iv) Finally, the Team shall meet with the evaluatee to discuss the Summary Report. The evaluatee will be encouraged to participate actively in this discussion, and contribute to her/his section of the summary evaluation. The evaluatee may also submit a written response to the Team's recommendation to the Chair, who shall forward the response to the Dean and the appropriate Vice President. The response shall be included as part of the evaluation.

The Chair will deliver a complete copy of all materials to the Dean, the appropriate Vice President, and the evaluatee, no later than the end of the third week of the Spring semester.

The process shall then be considered complete.

- (g) Additional Administrative Review. The Vice President, after reviewing the file, will recommend to the President of the College continuance of employment, with or without

specific recommendations for improvement, or discontinuance of employment. The President will rely primarily on the advice of the evaluation Team when making a recommendation to the Chancellor. If an Administrator disagrees with the Team's recommendation, that Administrator will meet with the Team to discuss the disagreement. The Team's recommendation is to be included in writing when the recommendation is presented to the Board of Trustees. That Administrator shall also meet with the evaluatee to explain the change in recommendation.

(h) Guidelines for Preparing a Tenure Track Faculty Improvement Plan.

(i) If a tenure-track faculty member has the need for an improvement plan noted on his/her Tenure Track Evaluations Summary Report, the Tenure Track Committee shall be responsible for preparing an improvement plan designed to assist that Faculty Member to advance in the tenure review process.

(ii) The improvement plan must be in writing, signed by the Committee Chair or a majority of the Committee, and agreed upon by the tenure track faculty member.

(iii) The improvement plan must contain the following elements:

A. A specific reference to the Faculty Evaluation Report element(s) where improvement is needed

B. A detailed description of the performance to be improved, including descriptions of the current and desired performance

C. Measurable or clearly discernible objective criteria by which to measure improvement

D. A timeline or milestones (dates or outcomes) for assessing progress

E. Identified resources available, or which will be made available, to assist the tenure track faculty member in his/her efforts to improve.

(iv) Failure to satisfactorily complete an agreed-upon improvement plan shall be considered in the decision to advance/not advance the tenure track faculty member in the following year.

(i) Accelerated Tenure Review. Before March 15 of the second year of evaluation, for compelling reasons, the Team may also request that the granting of tenure be considered by the Accelerated Tenure Review Committee.

(i) The Accelerated Tenure Review Committee, comprised of the following tenured faculty Members and the appropriate Vice President shall be convened to review and consider the Tenure Review Committee recommendation:

A. One (1) CFE appointment, not from the evaluatee's instructional unit;

B. One (1) Academic Senate President or designee from the evaluatee's college, but not from the evaluatee's instructional unit;

C. Two (2) Academic Senate appointees from the other two Colleges in the District, preferably from the evaluatee's discipline;

D. One (1) Vice President from the evaluatee's College.

(ii) The committee shall, if unanimous, recommend to the President of the College that the contract probationary Faculty Member receive tenure as a regular Faculty Member.

- (iii) The President shall either recommend to the Chancellor the decision of the special committee or return the recommendation to the special committee and a copy to the Tenure Review Committee and the probationary employee, with the reason(s) for not accepting the recommendation for accelerated tenure. If the Chancellor accepts the President's recommendation, the probationary employee's name shall be submitted to the Board of Trustees for approval.
 - (iv) The decision of the Accelerated Tenure Review Committee, President, Chancellor, and Board of Trustees is final and not subject to any appeal.
- (j) Option of Mentoring.
- (i) Introduction: Every new Faculty Member is encouraged to have a mentor. Mentoring is a formal or informal process outside of the tenure review committee.
 - (ii) Definition: A mentor is one who offers guidance, wisdom, experience, and encouragement, one who explores and supports teaching and learning with new colleagues. A mentor is not supervisory, nor evaluative, but is willing to explore tough questions about practical professional life. A mentor communicates, not only where and how to get things done—the written laws and how to get copies—but also explains the unwritten rules about how we function at the Coast Community College District: the political circumstances in which decisions get made, the diverse campus cultures and values, and our unspoken expectations. Mentoring is a voluntary relationship for all parties.
 - (iii) Qualifications: Qualifications include credibility with colleagues, the respect of staff, and expertise in his/her field of knowledge. The mentor must be willing to listen actively to the new faculty's goals, questions, and concerns. A mentor must be willing to be a primary relationship for new faculty and possess a desire to help, to build confidence, to encourage risk taking and progressive pedagogy, and to be a role model who isn't looking for a clone.
 - (iv) Professional Development Salary Advancement Credits: There are salary advancement credits available through the Institute of Professional Development/Professional Development Institute (IPD/PDI). See the Institute of Professional Development/Professional Development Institute in Article XXI for more details. Additionally, there may be an organized program of activities or meetings at each College, as well.
 - (v) Selection: A mentor must not be a member of the new faculty's tenure/evaluation Team, but it may be desirable that a mentor be from the original hiring committee. Nonetheless, a mentor may come from within the department, the division, or even be a respected Faculty Member from an entirely different division. The new Faculty Member may find the mentor on his/her own or ask for assistance from the Academic Senate; however, the mentor *must* be chosen by the new Faculty Member. The Academic Senate of each College will determine its procedure for how it will assist new faculty in finding a mentor if that Faculty Member so chooses. The mentor/mentee relationship is of a confidential nature and the mentor has the responsibility of maintaining this confidentiality.
- (k) Due Process and Grievance.
- (i) Allegations that the Community College District in a decision to reappoint a probationary employee violated, misinterpreted, or misapplied any of its policies and procedures concerning the evaluation of probationary employees shall be classified and procedurally addressed as grievances.

- (ii) Allegations that the Community College District, in a decision to grant tenure, made a negative decision that to a reasonable person was unreasonable, or violated, misinterpreted, or misapplied, any of its policies and procedures concerning the evaluation of probationary employees shall be classified and procedurally addressed as grievances. Technical violations of the procedures and timelines that do not substantively relate to the outcome of the tenure recommendation shall not be sufficient to overcome the District's decision.

Education Code, Section 87610.1. See Also, Article XV. Due Process.

Section 8.6. Evaluation of REGULAR Faculty Members. (See Section 8.6.k. for faculty on special assignment)

Section 8.6.a. Evaluation Frequency. Every three (3) years each Regular Faculty Member will be evaluated by an evaluation panel of peers. The evaluation will be based on activities and observations since the last evaluation.

Section 8.6.b. Panel Selection. The team will be convened by the designated Administrator from the full-time faculty. The Panel shall consist of one (1) Regular Faculty Member selected by the evaluatee and one (1) Regular Faculty Member appointed by the designated Administrator from a list of three (3) candidates submitted by the evaluatee from the evaluatee's instructional unit or related discipline, and this person will act as chairperson of the Panel. Where there are not sufficient instructional unit members, names of Regular Faculty Members from other disciplines may be submitted. Non-discipline Faculty Members should possess one or more of the following qualifications: former assignment to the evaluatee's discipline, current assignment to a related discipline; possessing other professional qualification(s) related to the evaluatee's discipline. The Panel selection shall be completed at least two months before the evaluation report is due to the Vice President of Instruction or Student Services, as appropriate.

Section 8.6.c. Student Survey. A student survey shall be conducted by the peer Panel during the semester of evaluation. At least two classes will be surveyed. The evaluatee will have the right to designate one of the classes to be surveyed. The survey form appended in Appendix B of this Agreement will be used. (For distribution of student surveys for Counselors and Librarians see Section 8.7.) Narrative comments will be provided to the evaluatee after student grades have been issued, during the first week of the following semester. Documents will be maintained confidentially and securely in an appropriate location outside of the faculty member's assigned division office. The compilation of the student opinions (Section 8.6.a) will be reflected in the evaluation report by the peer panel and forwarded to the evaluatee and the administrator.

Section 8.6.d. Administrative Evaluation. The immediate administrator shall complete the Administrator's Faculty Evaluation Report (see Appendix B), and submit it to the evaluation panel, and/or may request an oral interview with the Panel. The report shall be reviewed by the evaluation Panel. After four (4) years, at the request of the Faculty Member, the administrative evaluation shall be removed from the District personnel file unless the Faculty Member is currently involved in a continued or augmented evaluation process.

Section 8.6.e. Panel Observation or Self-Evaluation. Each Panel member shall evaluate the evaluatee with one (1) of the following methods (selected by the evaluatee).

- (1) Panel Observation. Each Panel member shall make a formal instructional observation visit of the evaluatee between the time the team is impaneled and the writing of the evaluation report. The evaluatee shall recommend the class(es) to be observed and the Panel shall attempt to visit those selected.

For on-site classes, evaluator will consult with the evaluatee before choosing an appropriate date or range of dates for the observation. The evaluatee will provide the evaluator with any relevant documentation or information for the lesson being observed.

The evaluator shall make at least a one academic hour observation of the onsite class.

For online courses, the evaluator will consult with the evaluatee before choosing an appropriate date or range of dates for the virtual observation. The evaluator will be given access to all relevant components of the course so that they may properly gauge the student experience in the virtual classroom and the level of regular and substantive contact between the students and the instructor. The evaluatee will also provide the evaluator with any other relevant documentation or information for the course being observed in order to complete the required evaluation forms. The evaluator shall make at least a one academic hour observation of the virtual class. For hybrid courses, each evaluator may employ either onsite or online evaluation methods.

The evaluator will complete the appropriate form as indicated in Appendix B.

- (2) Self-Evaluation. If a self-evaluation method is chosen, the evaluatee shall submit to the Panel the self-evaluation form in Appendix B plus any other materials deemed appropriate by the evaluatee. The Panel retains the right to go into the classroom for an observation if a self-evaluation method is chosen.

Section 8.6.f. Evaluation Conference. The Panel chairperson will schedule an evaluation conference to include both members of the panel and the evaluatee before the Panel submits its evaluation report.

Section 8.6.g. Evaluation Report. Following the conference, the Panel chairperson will submit to the immediate supervisor and the evaluatee an evaluation report, including the complete file of the evaluation (observation reports or self-evaluation, Faculty Evaluation Summary Report, administrator's report, and a reflection of the student survey compilation). In response to the evaluation report, the evaluatee may submit a written, signed statement, which will be attached to the report. The immediate administrator shall then submit the report to the Vice President of Instruction or Student Services, as appropriate, by December or May of the evaluation semester unless the Vice President and the evaluatee consent to a later time. The report, by unanimous vote, shall recommend to the Vice President a finding of satisfactory performance or continued evaluation as provided in Section 8.6.h. If the Panel cannot come to a unanimous agreement, the evaluatee will be considered to be in need of Continued Evaluation.

Section 8.6.h. Continued Evaluation. If a Faculty Member is recommended for Continued Evaluation, the evaluation Panel will be retained for this purpose. The Panel will create an Performance Improvement Plan (Appendix B-11) containing the elements described in Section 8.4.g and work with the Faculty Member for the semester following the one in which the rating was assigned. The Panel will assist the evaluatee in improving in areas that led to the finding of continued evaluation, or recommend a mentoring process. The Panel will submit a new evaluation report and recommendation to the Vice President of Instruction or Student Services, as appropriate, by the date of the appropriate semester as specified in Section 8.6.g.. In response to the report, the evaluatee may submit to the Vice President a written, signed statement which will be attached to the report. The Vice President, after reviewing the new evaluation report and recommendation with the Panel, will change the rating to satisfactory, or in the event the Panel again finds the evaluatee's performance unsatisfactory, an Augmented Evaluation will be initiated.

Section 8.6.i. Augmented Evaluation. If the Faculty Member is evaluated as requiring Augmented Evaluation, as provided in Section 8.6.h., an Augmented Evaluation Committee will be selected. The Panel shall include the Vice President of Instruction or Student Services, as appropriate, who will chair the Panel, another administrator selected by the evaluatee from a list of three (3) submitted by the Vice President. The three (3) Faculty Members shall be appointed by the Vice President from a list of seven (7) Regular Faculty Members (a majority of whom, whenever possible, are from the evaluatee's Instructional Unit) submitted by the evaluatee to the Vice President. The Panel may conduct appropriate observations of the evaluatee, hold conferences with the evaluatee, and examine other relevant materials. After reviewing the file, the Panel will develop a program of

instructional remediation that will lead to a resolution of the problem. The Panel will establish reasonable time constraints for the remediation process. The Faculty Member will sign the final plan and indicate in writing acceptance of and/or reservations regarding it.

Section 8.6.j. Augmented Evaluation Report. After the evaluatee has completed the remediation program, the Panel will prepare a written report, a copy of which will be provided to the evaluatee, who may file a written, signed statement, which shall become a part of the report. Each Panel member will sign the report. The chairperson of the Panel shall forward the report to the President, who shall change the rating to satisfactory or recommend to the Vice Chancellor for Human Resources further disposition, as recommended by the Panel.

Section 8.6.k. Evaluation of Faculty on Special Assignment.

- (1) A tenured Faculty Member on special assignment to non-instructional duties for fifty percent or more of a regular contract teaching load shall be evaluated only in the performance of those duties on the regular schedule.
- (2) The evaluation of the Faculty Member's performance of the special assignment shall be the same as Regular faculty but limited to a self-evaluation (form found in Appendix B).
- (3) In the event that a Categorical Faculty Member has 50% or more special assignment, a self-evaluation may be utilized by the Faculty Member using the self-evaluation form found in Appendix B. The Panel retains the right to go into the classroom for an observation if a self-evaluation method is chosen.

Section 8.7. Student Survey Distribution for Counselors and Librarians.

Student surveys for Counselors and Librarians will be distributed to students, following services, for 4 weeks during the semester of evaluation. If less than 20 survey responses are collected within 4 weeks, the survey period will be extended for an additional 2 weeks. Counselor and Librarian evaluatees will have the option to choose one of the services that they will be surveyed on (except for tenure track evaluatees who shall have their services for survey selected by the tenure review committee). Student opinions shall be included as part of the evaluation materials.

Section 8.8. Reports. Records and reports of the evaluation procedure will be retained in the Faculty Member's personnel file.

Section 8.9. Evaluation Participation. Any Faculty Member who is undergoing Continued or Augmented Evaluation shall not be eligible to serve on any evaluation panel or Augmented Evaluation Committee until the Faculty Member's evaluation is concluded as satisfactory.

Section 8.10. Evaluation Procedures Committee. An Evaluation Procedures Committee of six (6) persons, three (3) appointed by the District and three (3) appointed by the Federation, will review and recommend a student survey form for Counselors and Librarians, as well as special assignment instructors. This committee will also recommend to the District and the Federation any changes in the evaluation procedures.

Section 8.11. Instructional Units. For the purpose of this Article, "instructional unit" shall mean an organizational unit of each College for instructional and other educational purposes. If any College changes its instructional units, it shall provide the President of the Federation with at least fifteen (15) days' notice of any such intended change.

ARTICLE IX. PROFESSIONAL SECURITY.

Section 9.1. Regular and Contract Faculty Members. Any action to dismiss, suspend, or lay off Regular or Contract Faculty Members shall be governed by applicable provisions of the California Education Code.