

APPENDIX D Form A 3

ADMINISTRATOR AND PEER EVALUATION FORM FOR TENURE REVIEW OF PROBATIONARY FACULTY

(The purposes of evaluation are described in Article 11 of the VCCCD Agreement)

DATE OF VISIT: _____ ARRIVAL TIME: _____ DEPARTURE TIME: _____

NAME OF EVALUATEE: _____

POSITION OF EVALUATEE: _____

Evaluator: (Please Print) _____

Type of Evaluation: (check one) Peer Department Chair or Vice Chair Dean

Faculty Function(s) Being Evaluated: (check all that apply)

Instructor Course Name: _____ No. of Students Attending: _____

Counselor Librarian Other (specify): _____

Faculty Status: (check one)

1st Contract (1st Year) 2nd Contract (2nd year) 3rd Contract (3rd and 4th year)

Please review Article 11 of the collective bargaining agreement before proceeding.

Pursuant to Article 11.6 B (4) there is a "Difference in [evaluation] Criteria Weighting for First, Second, and Third Contracts." Select and use the appropriate criteria to be weighted the most by Tenure Review Committee members when completing this evaluation process:

[] 1st and 2nd contract: All criteria considered, with the primary assignment criteria most important.

[] 3rd contract: All criteria considered with candidate expected to be fully-participating member of campus community.

Do not sign this form until you have completed the evaluation process.

Evaluator's Signature

Date

I am aware of my rights as provided in Article 11 of the VCCCD Agreement. I have read this report, am aware of the opportunity to add my own comments, and recognize that I have the right to discuss it with the college president if I so desire.

Faculty Member

Date

Ventura County Community College District
ADMINISTRATOR AND PEER EVALUATION FORM FOR
TENURE REVIEW OF PROBATIONARY FACULTY

This overview is intended to indicate what the committee will be looking for as evidence that candidates have satisfied the tenure criteria listed in the VCCCD/AFT contract.

Tenure Review Process:

The tenure review process should ensure that students have access to the most knowledgeable, talented, creative, and student-oriented faculty available. To that end, a four-year probationary period provides sufficient time for contract employees to understand the expectations for tenure, to develop the skills and acquire the experience to participate successfully in the educational process, and to use the district's and other resources for professional growth by providing a useful assessment of performance, using clear evaluation criteria. (Article 11.1 A)

Expectations identified below are divided into "years" to help chart out a typical path to tenure; this is not a rigid timeline for meeting the tenure criteria. Tenure may be granted in any year of the process. The list of considerations is not all-inclusive; there are many additional ways criteria can be fulfilled.

The committee will consider student evaluations (if appropriate to the assignment) peer observations, and the candidate's portfolio as measures of how all criteria have been satisfied.

Year One: The principal focus of evaluation in year one is typically the faculty member's primary assignment (35 hours per week) and professional responsibilities (an average of 5 hours per week.) The evaluation should consider the proportion of the primary assignment to other criteria listed. Typically this first phase is when the faculty member orients her/himself to the college regulations, to the utilization of services for students, and to the subject discipline as taught by the department or to the service area as provided by the department. The committee will be looking for evidence of the following:

For classroom faculty:

1. Demonstrates knowledge of subject matter and awareness of current developments and research in field.
2. Demonstrates effective communication with students and uses of teaching methods appropriate to the subject matter.
3. Administers appropriate testing and measurement of student progress.
4. Clearly communicates syllabi course objectives and expectations of students.
5. Meets course objectives by implementing requirements listed in the official course outline.

For non-classroom:

6. Demonstrates a good command of the subject matter and awareness of the current developments and research in the field.
7. Demonstrates effective communication with students and effective use of methods appropriate to the area of assignment.
8. Clearly identifies goals and expectations to students.
9. Meets program objectives.

For both classroom and non-classroom:

10. Maintains class, office and/or service hours as scheduled.
11. Accurately reports records, census data, and/or other documentation in a timely manner.
12. Participates in new faculty orientation sessions and/or in the faculty mentoring program.

13. Participates in professional development activities designed to strengthen the ability to work with diverse student populations, to teach effectively and/or to measure student progress.
14. Participates in department and division meetings.
15. Attends graduation, college forums and/ or other campus-wide events.
16. Other activities listed in 12.2.

Year Two: The second year should continue to consider the faculty member's primary assignment as emphasized in numbers one through eleven above. This year will focus on the continued development of subject matter expertise. In addition, the faculty member would be expected to begin to play a more active role in department and division meetings and activities.

Beyond the items described under year one, the committee will be looking for evidence that documents some of the following: (average of 5 hours a week for range of activities listed in 5.2 A)

1. Continued development of subject expertise through, for instance, attending conferences or workshops, subscribing to professional journals, or meeting with faculty counterparts at other institutions.
2. Continued participation in professional development activities designed to strengthen ability to work with diverse student population.
3. (For classroom faculty) improved ability to track student progress and achievement (portfolios, classroom assessment techniques, capstone experiences, etc.)
4. Active participation in department and division meetings and activities.
5. Development of updated course outlines, participation in curriculum review, or development of a new program or service appropriate to the faculty assignment.
6. Active participation on one or more campus committees.
7. Active involvement in one or more community activities or organizations designed to serve the community or to link college students to community resources.

Year Three: In year three, the emphasis (beyond the primary assignment) is on increasing involvement in campus governance and on professional development. In addition, the tenure candidate will be expected to continue actively participating in department and division meetings and activities.

Beyond the items described under the first and second year, the committee will be looking for evidence of some of the following additional kinds of activities:

1. Continued development of subject expertise through attending conferences and/or workshops, or through making presentations at conferences and/or workshops.
2. Continued participation on one or more campus committees.
3. Continued development of skills designed to perform effectively in the classroom or service area and to improve ability to work with a diverse student population.

Year Four: Further development of the areas previously listed.

(Do not proceed without reading instructions.)

Instructions

- Rate only those areas where you possess first-hand knowledge based on direct observation of evaluatee's performance and/or other substantiated sources.
- You may use the rating system below for each applicable criterion.
- Provide a narrative response where applicable.

- You may use the electronic version of this form (comment boxes are expandable) or hard copy to be completed manually. If needed, attach extra sheets of paper to accommodate detailed responses and cite the section and item being addressed.

<u>RATING SYSTEM</u>	
E	Excellent
S	Satisfactory
N	Needs to improve
U	Unsatisfactory
N/O	Not observed
N/A	Not applicable

SECTION I. Professional Qualities (to be answered for all faculty)

Using the scale above, please rate the evaluatee based on applicable criteria:

A. Professionalism

- | | | | | | | |
|---|---|---|---|---|-----|-----|
| 1. Demonstrates cooperation and sensitivity in working with colleagues, staff, and students. | E | S | N | U | N/O | N/A |
| 2. Submits required departmental reports and other necessary paperwork, including census, and/or positive attendance, and grades on time. | E | S | N | U | N/O | N/A |
| 3. Maintains adequate and appropriate records. | E | S | N | U | N/O | N/A |
| 4. Observes health and safety regulations. | E | S | N | U | N/O | N/A |
| 5. Maintains office hours and is accessible to students. | E | S | N | U | N/O | N/A |
| 6. Demonstrates continuing professional development in subject areas of assignment. | E | S | N | U | N/O | N/A |
| 7. Demonstrates progress toward self-determined developmental goals. | E | S | N | U | N/O | N/A |

B. Area and Departmental Responsibilities

- | | | | | | | |
|---|---|---|---|---|-----|-----|
| 1. Please evaluate only the areas in which the faculty member has chosen or was required to participate during the current evaluation period. | | | | | | |
| • Orders textbooks, instructional materials, and equipment in a timely manner. | E | S | N | U | N/O | N/A |
| • Participates in screening/hiring committees. | E | S | N | U | N/O | N/A |
| • Provides information for the development of departmental budgets. | E | S | N | U | N/O | N/A |
| • Exercises good judgment in the use of facilities, equipment, and supplies. | E | S | N | U | N/O | N/A |
| • Participates in overall departmental program development, maintenance, evaluation, updating of course outlines, and/or expansion of programs. | E | S | N | U | N/O | N/A |

- Participates in department and division meetings. E S N U N/O N/A
- 2. Meets flex requirements. E S N U N/O N/A
- 3. Maintains work schedule and keeps appointments. E S N U N/O N/A
- 4. Makes a positive contribution to the department. E S N U N/O N/A

C. College-wide and Instruction-Related Student-Support Activities

1. Please evaluate only the faculty member’s participation in the activities (s)he has chosen during the current evaluation period. (Only evaluate areas about which you have direct personal knowledge.)

- sponsors and provides support for student activities E S N U N/O N/A
- participates in College and/or District budget development E S N U N/O N/A
- participates in College and/or District committees E S N U N/O N/A
- contributes to curriculum development E S N U N/O N/A
- participates in articulation and matriculation E S N U N/O N/A
- writes grant proposals and/or research projects E S N U N/O N/A
- participates in recruitment and high school relations E S N U N/O N/A
- conducts registration advisement E S N U N/O N/A
- is active in faculty governance, representation and advocacy E S N U N/O N/A
- participates in community outreach and interface E S N U N/O N/A
- other _____ E S N U N/O N/A

2. The faculty member demonstrates a pattern of service with college committees, projects, and/or student organizations. E S N U N/O N/A

3. The faculty member has fulfilled commitments with respect to any committees, projects or activities (s)he has chosen during the current evaluation period. E S N U N/O N/A

Comments: (Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.) If more space is needed a blank page follows.

Semester and Year: _____

Blank page for additional comments.

SECTION II. JOB PERFORMANCE OBSERVATION (Answer all applicable areas.)**A. NATURE OF WORK IN PROGRESS:**

In the provided space (boxes), describe in detail the content of the lesson, the teaching techniques employed, and the activities of the students. In the case of non-classroom observation, describe the activity and related performance observed. Include specific comments about the appropriateness and effectiveness of what was observed. Where appropriate, note what was commendable, make constructive criticisms about what might be improved, and suggest alternatives. If any ratings below satisfactory were issued, recommendations for improvement are required of the evaluator and should be included in the Overall Summary and Recommendations portion of this form. Explain how you reached your conclusions. (If more space is needed a blank page follows).

B. DISTANCE EDUCATION

- | | |
|--|-----------------|
| 1. Follows all campus distance education standards as adopted by Curriculum Committee/Academic Senate. | E S N U N/O N/A |
| 2. Demonstrates competence in the current distance education course management system. | E S N U N/O N/A |
| 3. Uses the appropriate distance education form of communication. | E S N U N/O N/A |

C. CLASSROOM FACULTYInstructional Delivery

- | | |
|--|-----------------|
| 1. Voice and delivery are clear and understandable. | E S N U N/O N/A |
| 2. Employs multiple teaching approaches where applicable. | E S N U N/O N/A |
| 3. Communicates ideas clearly, concisely and effectively. | E S N U N/O N/A |
| 4. Paces class according to the level and material presented. | E S N U N/O N/A |
| 5. Uses class time effectively. | E S N U N/O N/A |
| 6. The teaching method and techniques observed were effective. | E S N U N/O N/A |
| 7. Conducts class in accordance with instructional schedule. | E S N U N/O N/A |

Semester and Year: _____

Blank page for additional comments.

Faculty/Student Interaction

- | | | | | | | |
|--|---|---|---|---|-----|-----|
| 8. Students are engaged in lesson. | E | S | N | U | N/O | N/A |
| 9. Demonstrates sensitivity to differing student learning styles. | E | S | N | U | N/O | N/A |
| 10. Stimulates student interest in materials presented. | E | S | N | U | N/O | N/A |
| 11. Measures student performance in fair and valid ways. | E | S | N | U | N/O | N/A |
| 12. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental abilities. | E | S | N | U | N/O | N/A |

Content

13. The content of the lesson observed was: current _____ adequate _____ outdated _____
14. The content of the lesson was consistent with the course outline. Yes _____ No _____
15. The lesson was at the appropriate level for the course. Yes _____ No _____

(If more space is needed a blank page follows).

Comments :

D. COUNSELORSPresentation

- | | | | | | | |
|---|---|---|---|---|-----|-----|
| 1. Presents information and directions to student in a clear and organized way. | E | S | N | U | N/O | N/A |
| 2. Advisement methods and techniques utilized are effective. | E | S | N | U | N/O | N/A |

Faculty/Student Interaction

- | | | | | | | |
|---|---|---|---|---|-----|-----|
| 3. Listens well and provides opportunities for students to express their concerns. | E | S | N | U | N/O | N/A |
| 4. Helps students define and seek solutions to problems. | E | S | N | U | N/O | N/A |
| 5. Gives the student an opportunity for follow-up. | E | S | N | U | N/O | N/A |
| 6. Directs counselees to appropriate sources of information/ assistance when advisable. | E | S | N | U | N/O | N/A |
| 7. Respects students' confidentiality. | E | S | N | U | N/O | N/A |

Semester and Year: _____

Blank page for additional comments.

- | | |
|---|-----------------|
| 8. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental abilities. | E S N U N/O N/A |
|---|-----------------|

Content

- | | |
|--|--------------------|
| 9. Demonstrates knowledge of district classes, resources and programs. | E S N U N/O N/A |
| 10. Demonstrates knowledge of current course articulation and program requirements. | E S N U N/O N/A |
| 11. The content of the session observed was consistent with advisement objectives and student needs. | _____ yes _____ no |

Service assignment objectives

- | | |
|---|-----------------|
| 12. Communicates and networks effectively with secondary and four-year schools. | E S N U N/O N/A |
| 13. Researches questions brought by students as needed. | E S N U N/O N/A |

If additional space is needed, a blank page follows.

Comments:

E. LIBRARIANS

Presentation and Content

- | | |
|--|-----------------|
| 1. Communicates information clearly, concisely and effectively. | E S N U N/O N/A |
| 2. Utilizes knowledge of current trends and technology in library/information science. | E S N U N/O N/A |
| 3. Demonstrates knowledge of research methods and resources. | E S N U N/O N/A |

Faculty/Student Interaction

- | | |
|--|-----------------|
| 4. Assists students reach reference and research objectives. | E S N U N/O N/A |
| 5. Facilitates self-reliance in library usage. | E S N U N/O N/A |

Semester and Year: _____

Blank page for additional comments.

- | | | | | | | | |
|----|--|---|---|---|---|-----|-----|
| 6. | Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental abilities. | E | S | N | U | N/O | N/A |
|----|--|---|---|---|---|-----|-----|

Service assignment objectives

- | | | | | | | | |
|----|--|---|---|---|---|-----|-----|
| 7. | Consults with other librarians and departments to provide students with up-to-date information and programs. | E | S | N | U | N/O | N/A |
| 8. | Assists in building, organizing, and maintaining library collection. | E | S | N | U | N/O | N/A |

NOTE: If you attended a library orientation, please also fill out Section II C, Classroom Faculty.
If more space is needed a blank page follows.

Comments:

F. OTHER NON-TEACHING FACULTY (Coordinators, Project Directors, Student Personnel Workers, Facilitators, Coach/Athletic Directors)

NOTE: NOT ALL CRITERIA ARE APPLICABLE

- | | | | | | | | |
|-----|--|---|---|---|---|-----|-----|
| 1. | Supervises the routine security, upkeep, repair, and replacement of facilities and equipment in area of assignment. | E | S | N | U | N/O | N/A |
| 2. | Consults with appropriate college faculty and staff about related projects and work assignments. | E | S | N | U | N/O | N/A |
| 3. | Maintains effective working relationship with grant monitors. | E | S | N | U | N/O | N/A |
| 4. | Adheres to grant guidelines, objectives and schedules. | E | S | N | U | N/O | N/A |
| 5. | Serves as a unit leader within the assigned area. | E | S | N | U | N/O | N/A |
| 6. | Consults with the dean concerning all expenditures outside of the department budget. | E | S | N | U | N/O | N/A |
| 7. | Consults with the dean concerning all grant applications and fundraising activities. | E | S | N | U | N/O | N/A |
| 8. | Participates in necessary meetings and conferences. | E | S | N | U | N/O | N/A |
| 9. | Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental abilities. | E | S | N | U | N/O | N/A |
| 10. | Fulfills specific job description requirements. | E | S | N | U | N/O | N/A |

Semester and Year: _____

Blank page for additional comments.

NOTE: If you attended a presentation seminar or class, please also fill out Section II C for Classroom Faculty. If more space is needed a blank page follows.

Comments:

G. Overall Comments/Recommendation

Comment on professional performance, specifying, where relevant, areas of excellence and areas requiring improvement. If there are areas requiring improvement, make constructive, specific recommendations to evaluatee.

H. Evaluator's Overall Rating:

Excellent Satisfactory Needs Improvement Unsatisfactory

Blank page for additional comments.