COLLEGE FACULTY APPRAISAL GUIDE

San Diego Community College District
3375 Camino del Rio South
San Diego, CA 92108

Revised August 2024

Based on the current College Faculty Collective Bargaining Agreement (CBA)
July 2023-August 2026

Introduction

The evaluation of faculty performance by appropriate peers and administrators is intended to be both formative and summative in nature. Raters play a critical role in the process. No one should be involved in the evaluation process without having read and digested the information in this guide, which particularizes standards for Tenure and Promotion, sets forth evaluation procedures for tenured/tenure-track and adjunct faculty, and describes evaluation domains and criteria, as well as evidence of effectiveness. These standards, domains, and criteria should be directly addressed in letters of appraisal.

In addition, the guide lists several "examples of performance" for each criterion. These examples primarily describe behaviors that may indicate whether, how, and how well a faculty member meets the various criteria. **This guide is an informational source about the evaluation process and is not part of the official or unofficial record** as described in Article XV, Section 15.1.8 of the Collective Bargaining Agreement between the AFT Guild and the San Diego Community College District (latest revision – August 2024).

Contents

PART I: STANDARDS FOR TENURE AND PROMOTION

The following section is from **Article VIII, Section A** of the AFT Guild-San Diego Community College District Collective Bargaining Agreement (July 2023) (CBA)

A4.6 Tenure Guidelines

A4.6.1 Statement of Purpose

The Guild and the District agree that the period during which prospective members of the permanent faculty of the San Diego Community College District are reviewed for tenure is understood best as a continuation of the search and selection process. In fact, the parties regard the tenure recommendation made to the Chancellor and the Board of Trustees as even more important than the initial decision to hire. The parties affirm that tenure review by faculty and administrators must be a careful and thorough process, since it is one which will result in a decision crucial to the faculty member's professional future and to the future quality of our academic programs. Consequently, tenure decisions generally will be made at the end of the fourth (4th) probationary year, except in cases of rare and compelling circumstances. A faculty member must have served in paid status (includes half-salary sick leave) seventy-five percent (75%) or more of the number of days in the assigned academic year in order to have that year count as a year served.

A4.6.2 Standards for Tenure (at the end of four (4) full probationary years)

A4.6.2.1 The candidate shall have achieved competent performance in classroom teaching and/or in the development, coordination, and implementation of student services activities, and in carrying out other responsibilities specified in the appropriate position announcement.

A4.6.2.2 The candidate shall have demonstrated respect for student rights and consistent attempts to meet student needs.

A4.6.2.3 The candidate shall have demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the teaching profession, as defined in the American Association of University Professors' "Statement on Professional Ethics" (as amended and adopted by the Academic Senate for California Community Colleges).

A4.6.2.4 The candidate shall have demonstrated sensitivity to the issues of diversity.

A4.6.2.5   The candidate shall have demonstrated continued currency in their discipline or non-classroom area of assignment, plus evidence of professional growth.

A4.6.3   Evaluation and Recommendation

A4.6.3.1   Evidence of competence, respect for student rights, respect for colleagues and the ethics of the teaching profession, sensitivity to the issues of diversity, currency, and realization of professional growth shall be obtained from a careful analysis of administrative evaluations, peer evaluations and student evaluations over a period of time, and from a critical reading of materials submitted by the candidate. Recommendations regarding tenure shall be based upon this evidence alone.

A4.6.3.2   The effective recommendation regarding the candidate's performance shall be made by their Evaluation Committee, under the provisions of Article XV of this Agreement.

A4.6.4   Standards for **Early** Tenure (at the end of two (2) full probationary years)

The candidate shall have demonstrated performance which **exceeds standards** in the areas described in A4.6.2 above. The effective recommendation regarding the candidate's performance shall be made by their Evaluation Committee, under the provisions of Article XV of this Agreement. A decision not to grant early tenure is neither grievable nor appealable.

A4.6.5   Standards for **Early** Tenure (at the end of one (1) full probationary year)

The candidate shall have demonstrated **exceptional performance** in the areas described in A4.6.2 above. The effective recommendation regarding the candidate's performance shall be made by their Evaluation Committee, under the provisions of Article XV of this Agreement. A decision not to grant early tenure is neither grievable nor appealable.

A4.6.6   Additional Requirements for the Granting of **Early** Tenure

In addition to the performance requirements specified in A4.6.4 and A4.6.5 above, the candidate's Evaluation Committee must offer clear and compelling reasons for the granting of early tenure (after **either** one (1) year or two (2) years).

A4.6.7   Tenure and Promotional Review Committees

A Tenure and Promotional Review Committee shall be established by each of the three college Academic Senates following the guidelines in Article 15.1.9.8.

A4.7   Promotions: College Faculty Only

A4.7.1   Definition

Promotion, under the terms of this agreement, shall mean advancement in academic rank.

A4.7.2   General Policies

It is expected that given careful screening and recommendations by hiring committees, and serious tenure review by faculty and administrators, tenured faculty will advance ultimately to the rank of Professor, providing they meet required performance standards. Budgetary constraints shall not direct the process of promotion. The aim of peer evaluation and promotional review shall remain always to foster professional growth and teaching excellence.

A full year of service is defined as having served in paid status (includes half- salary sick leave) seventy-five percent (75%) or more of the number of days in the assigned academic year, unless expressly contraindicated by another article of this Agreement, or state or federal law. In any case, faculty eligible for promotion shall be expected to meet or exceed the promotional standards outlined in this Article in order to be promoted.

A4.7.3   General Standards

An Assistant Professor will be competent to teach in a particular field, will be current in the literature of that field, and will seek to meet student needs in both the classroom and in non-classroom environments. However, an Assistant may be a junior member of the academic community, with little professional and/or teaching experience. Furthermore, an Assistant may have little experience in curriculum development, committee work, governance, professional and/or community service, etc. In short, an Assistant Professor generally will be new to *tenure-track* college teaching.

For eligibility for promotion from Assistant to Associate Professor, the candidate must have served a minimum of four (4) years at the rank of Assistant Professor, and must show evidence that they have grown professionally and consistently has sought to meet student needs, in both the classroom and in non-classroom environments. A successful candidate for the rank of Associate Professor will have remained current in

the field, and will have improved their teaching in some demonstrable way. They also will have demonstrated professional growth in one or more of the following ways: completion of additional appropriate course work (if applicable), attendance at professional conferences, service on campus and/or District committees, professional and/or community service, or, the production of some creative work. Evidence of professional growth will be drawn from a careful analysis of student evaluations and peer evaluations over a period of time, and from a critical reading of materials submitted by the candidate.

For promotion from Associate to Professor, the candidate must have served a minimum of four (4) years at the rank of Associate Professor, and must show evidence that they have grown professionally to a point where they have mastered both a particular field of knowledge and the teaching of that knowledge. A successful candidate must show evidence that they consistently have sought to meet student needs, in both the classroom and non-classroom environments. A Professor should be a senior member of the faculty, one who has such substantial experience, knowledge, and skill that they could mentor junior faculty in their area of expertise. A Professor will have demonstrated all the same kinds of achievements and attributes necessary for promotion to the Associate Professor rank, but in addition will demonstrate that they are a leader in some appropriate sense. Evidence of professional growth and leadership will be drawn from a careful analysis of student evaluations and peer evaluations over a period of time, and from a critical reading of materials submitted by the candidate.

A4.7.4   Professional Evaluation

Each faculty member who is eligible for or applying for promotion must be evaluated according to the terms of Article XV of this Agreement.

A4.7.5   Salary Impact

A4.7.5.1   The awarding of a promotion to the rank of Associate Professor and/or Professor will result in a special one-step advancement on the salary schedule effective September 1st, in addition to any step advancement to which the faculty member may be entitled under the provisions of A4.1.

A4.7.5.2   An unappealed or a sustained denial of promotion to Professor will cause the faculty member's salary to be "frozen" at their current step until a favorable promotional decision is granted, effective the following September 1st.

PART II: EVALUATION PROCEDURES

The following section is from the AFT Guild-San Diego Community College District Collective Bargaining Agreement (August 2024) (CBA)

 ARTICLE XV - EVALUATION OF FACULTY

All tenured, tenure-track, adjunct, and restricted college faculty are to be evaluated according to the procedures outlined in this Article.

15.1 TENURED/TENURE-TRACK FACULTY

15.1.1   Purposes

The purposes of administrative, peer, and student evaluation of faculty shall be to assess teaching effectiveness, to encourage professional growth, and to make informed decisions regarding retention, tenure, promotion, and salary advancement whenever appropriate. The procedures set forth in this Article XV of this Agreement regarding evaluation and the granting or denial of tenure and/or promotion are intended by the Guild and the District to be applied in such a manner that they will avoid arbitrary and capricious recommendations and decisions.

Evaluation committee members should refer to Article VIII, Sections A4.6 and A4.7, for general standards regarding tenure and promotion.

The parties agree that the addition of language to this collective bargaining agreement regarding online evaluation procedures and instruments does not imply agreement between the parties that online education and classroom-based instruction are the same with respect to factors affecting performance and evaluation of performance. The parties also agree that nothing in this language will be interpreted to mean that one form of instruction (online or classroom-based) is equivalent or non-equivalent, superior, or inferior to the other.

15.1.2   Frequency

A comprehensive evaluation will be completed during each of the following full years of service. A full year of service is defined as having worked for at least seventy-five percent (75%) of the evaluee's assigned academic year, unless expressly contraindicated by another article of this Agreement, or state or federal law. In any case, faculty eligible for promotion shall be expected to meet or exceed the promotional standards outlined in Article VIII of this Agreement in order to be promoted.

15.1.2.1   An evaluation shall be completed during each full year of probationary service (four [4] years in most cases). Unless the faculty member has received early tenure, the faculty member's fourth (4th) year evaluation will culminate with a recommendation either in favor of both tenure and promotion

to Associate Professor, or in a recommendation to deny tenure.

15.1.2.2   An evaluation shall be completed during the second (2nd) year following the awarding of tenure and every two (2) years hence until promotion to Professor.

15.1.2.3   Evaluation for promotion from Assistant Professor to Associate Professor shall occur during the evaluee's fourth (4th) full year of service. Evaluation for promotion from Associate Professor to Professor shall occur during the evalue's eighth (8th) full year of service. Time worked in a District assignment different from the faculty member's regular assignment will be counted toward the 75% (seventy-five percent) of the work year requirement for the academic year for purposes of promotion.

15.1.2.4   An evaluation shall be completed every three (3) years for faculty who hold the rank of Professor.

15.1.3   <u>Timelines</u>

15.1.3.1   Probationary and promotional evaluations shall be performed during the fall semester without exception unless the unit member is on an approved leave. All other evaluations shall be performed during the spring semester unless an exception is made by the Dean with the approval of the appropriate campus Vice-President in consultation with the Guild Vice-President. In the case where a fall semester promotional evaluation is postponed to the spring, the promotion shall become effective retroactively to the preceding September 1, once the appropriate college committee reviews have taken place during the subsequent fall/spring semesters.

15.1.3.2   Evaluation committees shall be convened, and the first committee meeting held, no later than the third week of instruction of the full- term fall or spring semester. All probationary and promotional evaluation committee meetings shall be held in-person. It is strongly recommended but not required that other evaluation committee meetings be held in-person as well.

15.1.3.3   Evaluation committee members shall complete their observations, and student evaluations shall be completed, no later than one month prior to the last working day of December.

15.1.3.4   All materials, including those provided by the evaluee, must be submitted and all Evaluation Committee meetings must be completed and the results must be forwarded to the appropriate Vice President no later than ten (10) working days prior to the last working day of December, unless expressly approved by the appropriate Vice President, in consultation with the appropriate Guild tenured/tenure-track vice-president.

15.1.3.5   For all non-promotional and non-probationary evaluations, the deadline shall be no later than the last day of the spring semester.

15.1.3.6   In cases of probationary and promotional evaluations, and below satisfactory biennial or triennial evaluations, notification that the evaluee's Performance Review File is complete, including written comments from the Vice President when appropriate, must be forwarded to the appropriate Tenure and Promotion Review Committee (TPRC) by the first day of professional development week of the following semester, unless expressly approved by the appropriate Vice President, in consultation with the appropriate Guild tenured/tenure-track vice-president.

15.1.3.7   The recommendations of the TPRC must be forwarded to the appropriate President no later than the first working day of February.

15.1.4   Evaluation Instruments

The comprehensive evaluation of faculty will utilize the Faculty Appraisal Guide with forms, that is referenced in Appendix II of this Agreement, and the procedures delineated herein. A link for accessing the Faculty Appraisal Guide shall be posted on the websites of each of the colleges and the District for access by faculty and administrators. Faculty will be evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes.

Faculty not covered by one of these forms and/or guides may suggest modifications of the most suitable form, to be approved by the appropriate manager and the Guild. This process may be initiated by either the evaluee or any of the evaluation committee members.

All tenured/tenure-track faculty members will be required to acknowledge on their evaluation form at the time of signing the summary report that they have participated in the assessment of student learning outcomes and discussions with colleagues stating how they use the results of the assessments to improve student learning by checking all applicable boxes below:

☐ Efforts to incorporate teaching and learning practices and curriculum which reflect diversity, equity, inclusion, accessibility, anti-racism, and respect for the diverse backgrounds of students and colleagues;

☐ Discussion of outcomes assessment with colleagues at department meetings;

☐ Revisions to syllabi;

☐ Revisions to course outlines based upon assessment of learning;

☐ Revisions to curriculum based upon assessment of learning;

☐ Revised institutional materials and/or textbooks;

☐ Requested additional resources through program review to improve student learning;

☐ Revisions to examinations, course assignments, or class assignments and activities;

☐ Participation in the collection of SLO data;

☐ Updated program learning outcomes;

☐ Pedagogically sound class caps to maximize student success have been discussed with the Dean and/or Department Chair;

☐ Increased workload concerns relating to meeting accreditation standards have been discussed with the Dean and/or Department Chair;

☐ Other (please specify) _____

Faculty evaluation committee members shall not make reference to the foregoing in their evaluation comments or their summary report of the evaluee.

For distance education or HyFlex assignments, no part of the video or audio recording may be used as part of the faculty member's evaluation process. For synchronous distance education courses, the livestream may be viewed as part of a scheduled observation.

Faculty members teaching a course in a HyFlex modality shall not be evaluated negatively based on conditions unique to the HyFlex modality that would not be applicable in regularly scheduled in-person or distance education modalities.

15.1.5   Student Evaluation: Instruments, Frequency, Review, and Restrictions on Use

15.1.5.1   For classroom assignments, mandatory student evaluations, using the official student evaluation instruments (attached to this Agreement in Appendix III) and procedures delineated herein, will be completed by two (2) classes each year (one [1] per semester if possible) for tenured faculty, and by two (2) classes each semester for probationary faculty. The student evaluation instrument will be available electronically. Completed student evaluation instruments from previous semesters will be included in the evaluee's performance review file (PRF) except for faculty on a triennial evaluation

cycle who will only have student evaluation instruments from the previous fall semester. Only the statistical report will be included for evaluations conducted by classes for which grades have not yet been submitted.

15.1.5.2   Instructions for how to administer the student evaluations will be sent from the Faculty Evaluation Coordinator to each tenured/tenure-track faculty member each semester. Each tenured or tenure-track member of the faculty shall select two (2) classes to be surveyed. The second class shall be a different preparation, unless the evaluee has only a single preparation. Each adjunct member of the faculty shall select one (1) class to be surveyed. Only those classes so designated will evaluate the faculty member officially during that particular semester or year.

15.1.5.3   The faculty member will be provided with a URL Internet address for students to use and the faculty member will publish the URL at the appropriate place in the online course, no later than the date established by the campus Faculty Evaluation Coordinator. In the College of Continuing Education students may be sent the URL directly.

15.1.5.4   The faculty member is not to be present when the evaluations are being completed.

15.1.5.6   Student evaluations for non-classroom faculty shall be available to all students who utilize non-classroom services beginning in the third (3rd) week of the fall semester and continuing until one set of thirty-five (35) evaluations has been submitted. Probationary non-classroom faculty shall submit two sets of thirty-five (35) student evaluations each year. Online student contacts will be directed to the online evaluation immediately after the online session. Online evaluations will be counted toward the thirty-five (35) student evaluations.

Evaluations shall only be completed by students who have had an opportunity to spend an ample amount of time in direct contact with the faculty member so that the evaluation is meaningful. Students who have only casual contact with the faculty member shall not evaluate the faculty member.

15.1.5.7   Online evaluations are submitted directly to the District for processing.

15.1.5.8   Once student evaluations have been processed, the File Custodian will retain the Faculty Evaluation statistical reports. These will be placed in the faculty member's PRF.

15.1.5.9   As soon as the grade-filing deadline for the semester has passed, the statistical reports and all the original student evaluations will be available for review by the faculty member being evaluated.

15.1.5.12   Student evaluations alone never may be used as the sole justification for a decision in summative evaluation, in promotional denial, or in the application of progressive discipline.

15.1.5.14   The District will ensure that the Office of Information Technology provides technical support, online instruments, data processing, and summary reports that maintain student anonymity and provide reliable data.

15.1.6   <u>Evaluation Coordination</u>

The evaluation process shall be a collaborative one, and shall be supervised and coordinated at each college by a Faculty Evaluation Coordinator to be mutually agreed upon by the College President and the Guild. The duties of the Faculty Evaluation Coordinator shall include meeting with all new faculty and administrators to review the evaluation system, updating and maintaining the faculty evaluation database, providing appropriate managers with lists of all faculty to be evaluated in each academic year prior to the beginning of each semester, overseeing the scheduling of peer and student evaluation of all faculty, serving as a liaison with administration, providing any formal training necessary and any information requested by raters, and attending to general administrative details. The Faculty Evaluation Coordinator will work under the supervision of the College President or their designee and may reasonably utilize the support services of the College. The Faculty Evaluation Coordinator at each campus, if a faculty member, shall receive a minimum of 30% (thirty percent) reassigned time.The Faculty Evaluation Coordinator at Mesa College shall receive a minimum of 40% (forty percent) reassigned time.

Although the Continuing Education Counselors are generally considered to be part of the credit faculty bargaining unit, for the purposes of this Article, the Continuing Education Counselors will be included under the responsibility of the Continuing Education President. For Continuing Education Counselors, the "appropriate" Vice President and President shall be the Continuing Education Vice President and President; for faculty assigned to the District Office the responsible Vice Chancellor will serve as the "appropriate" President.

For purposes of tenure and promotional review, the Mesa College Tenure and Promotional Review Committee (TPRC) responsibility will include the DSPS Counselors assigned to the District Office.

15.1.7 Evaluation Committee - Composition and General Rules

15.1.7.1   Faculty Evaluation Committees shall be composed of the appropriate immediate manager or their designee, the Department/Program Chair or their designee, and a peer evaluator. Retired tenured faculty who are serving in a pro-rata contract capacity may be considered for the peer role. Each evaluation committee member may serve in only one of these roles.

The peer selected in the first year of a probationary faculty member's evaluation cycle shall endeavor to remain on the evaluation committee for each year of the probationary faculty member's subsequent evaluation cycles unless the peer is no longer an active District employee. In exceptional cases where this cannot be accommodated, a peer shall be selected from the two remaining potential peers submitted by the evaluee at the start of their probationary evaluation process.

In every other three (3)-year cycle, starting with the first triennial evaluation, the evaluation committee for Professor triennial evaluations may consist of a peer only, provided there is mutual agreement of the evaluee and the appropriate manager. In these cases, the dean and chair shall sign the evaluation form as having been received only, without any further commentary, except in the area of responsiveness to administrative requests.

The appropriate manager's or department chair's designee must be acceptable to the faculty member being evaluated. If the designee is not acceptable, the appropriate manager or department chair shall serve on the committee. In cases where the evaluee believes that the appropriate manager or department chair may not be able to perform an objective evaluation due to perceived bias, the evaluee may ask the appropriate Vice President to consult with the Site Compliance Officer to determine whether or not the appointment of a replacement of that evaluator from that committee is warranted. The evaluee's claim of perceived bias must be verifiable with concrete evidence. The burden of proof of alleged bias remains with the evaluee.

15.1.7.2   Hereafter, all references in this Article to "appropriate manager" or "chair" shall be understood to include "or their designee."

15.1.7.3　Prior to the first committee meeting, each faculty member who is scheduled for evaluation must submit to their appropriate manager a list of three (3) tenured faculty members acceptable as peer evaluators. The appropriate manager will select one (1) peer evaluator from this list of three (3), in consultation with the Department Chair. If, after written request of the appropriate manager, the faculty member who is scheduled for evaluation fails to submit this list of three (3) peer evaluators within ten (10) working days of the request, the appropriate manager will select the peer evaluator, provided this is done in consultation with the Department Chair. All those recommended or selected as peer evaluators must be willing to serve.

15.1.7.4　The peer evaluators must be specialists in the subject area in which the evaluee teaches or is assigned or in a subject area reasonably related to that in which the evaluee teaches or is assigned. All peer evaluators must be tenured (or tenure-track, in the cases of adjunct faculty evaluations) or retired faculty serving in a pro-rata capacity and in active status in this District. The subject matter specialist shall have the major role in evaluating the criterion of "Subject Matter Knowledge."

15.1.7.5　If there are not three (3) appropriate faculty within the District, the faculty member being evaluated may include in \ their list of three (3) evaluators, evaluators from outside the District. In such cases, the outside peer evaluator must be a subject area specialist or a specialist in a subject area reasonably related to that in which the evaluee teaches or is assigned. It will be the responsibility of each campus Faculty Evaluation Coordinator to make the arrangements for external evaluators and to provide training on the evaluation criteria and process.

15.1.7.7　Upon request by the evaluee, a second peer evaluator may serve on the evaluation committee. The evaluee making the request must submit to their appropriate manager a list of three (3) tenured faculty members as second peer evaluators who all must be willing to serve in this role. The appropriate manager will select one (1) peer evaluator from the list of three (3) in consultation with the Department Chair. In addition to holding a tenured position, the second peer must hold an assignment within the same or a closely related discipline, whether in this District or at another accredited community college or university.

15.1.7.8   In cases where the evaluee has a split assignment such that they report to more than one manager and/or academic supervisor, the manager/academic supervisor under whom the evaluee has the greatest percentage of assignment shall be the "appropriate manager." In the case that the second manager and/or appropriate academic supervisor also wishes to serve on the committee, Sections 15.1.7.1 through 15.1.7.7 above shall again be followed with the second manager and/or appropriate academic supervisor becoming an additional "appropriate manager," in addition to an additional chair and an additional peer(s) being appointed following these above procedures.

15.1.8   Performance Review Files

Description

15.1.8.1   All evaluation-related material for all faculty shall be placed in individual Performance Review Files (PRF's) which shall be under the control of the appropriate manager designated by the College President [Please see Article XX]. These materials may be stored electronically with appropriate security measures and restricted access privileges.

Mandatory Materials

15.1.8.2   The PRF must contain all official evaluation material. Official evaluation-related material consists of: (a) the current "Faculty Appraisal Form" and (b) letters of appraisal from each evaluator. Following the completion of each comprehensive evaluation, the official evaluation documents must be transferred to the official personnel file under the provisions of Article XX of this Agreement.

15.1.8.3   The PRF also must contain: (a) the student evaluation statistical reports, and, (b) for those faculty on the promotional track, the original student evaluations (or electronic copy of the written comments sections of the original student evaluations, as per Section 15.1.5.1 of this Article) taken from all student evaluations done within the past four (4) years.

15.1.8.4   In addition to the items specified in Sections 15.1.8.2 and 15.1.8.3 above, the PRF of an evaluee shall include the following materials:

15.1.8.4.1   Current syllabi (when applicable);

15.1.8.4.2   An updated listing of professional accomplishments which may include, but is not limited to the following information:

> ---The evaluee's description of curriculum or program development and teaching or program innovations, if any, implemented during the evaluation period;
> ---A complete list of all articles, books, papers, works, etc. produced by the evaluee with dates;
> ---A complete list of paper presentations, guest lectures, etc. given by the evaluee with dates;
> ---A list of professional conferences attended within the preceding four years;
> ---The evaluee's description of College and District service as well as professional and public service if any;
> ---A list of awards, grants, honors, prizes, etc.;

The above listed items in 15.1.8.4.2 may not exceed ten total pages and may not include any embedded links.

15.1.8.4.3   A Self-Evaluation/personal statement by the evaluee. This self-evaluation should reference the performance standards as they appear on the "Faculty Appraisal Form" and shall be limited to the period since the last evaluation was conducted.The self-evaluation shall state the goals the faculty member set for themselves at the start of the current evaluation cycle, shall explain the extent to which the goals were met, and shall establish goals for the next evaluation cycle. On such a statement, a candidate may wish to explain institutional limitations on their activity (such as no funding for conference travel, no release time for professional improvement, etc.). The self-evaluation must include discussion of professional development activities completed during the evaluation period related to diversity, equity, inclusion, accessibility, anti-racism; efforts to implement strategies to improve student success outcomes and cultural

competence; and planned activities for the upcoming evaluation period.

The above self-evaluation/personal statement in 15.1.8.4.3 may not exceed 2,500 words and may not include any embedded links.

Discretionary Materials

The following materials may be submitted by the evaluee only upon request of the evaluation committee:

15.1.8.5   The self-evaluation/personal statement of an evaluee also may contain reference to any other information and/or documents the evaluee and the evaluation committee agree are appropriate, provided they have bearing on their position as a faculty member.

15.1.8.5.1   A list and brief description of all courses the evaluee has taught since initial assignment;

15.1.8.5.2   Course materials (other than syllabi) used within the evaluation period (these could include examples of examinations);

15.1.8.5.3   The evaluee's description of their teaching methods, along with an explanation of their appropriateness;

15.1.8.5.4   The evaluee's description of their grading practices;

15.1.8.5.5   A complete list of all teaching materials (such as videos) that are not listed on the submitted syllabi;

15.1.8.5.6   Outside evaluations when appropriate and when requested by the evaluee.

Faculty teaching in-person and synchronous courses, who utilize Canvas as a repository, shall not be required to provide supplementary material beyond that which is comparable if they were not utilizing Canvas. Faculty teaching in-person and synchronous courses are not required to provide full access to their Canvas shells. Materials which are made available to students shall be made available to the evaluation committee upon request.

Review

15.1.8.6   All material submitted by the evaluee to the official PRF file must be reviewed and considered by all evaluators.

Confidentiality

15.1.8.7   A designee of the President, to be known as the "File Custodian," will maintain an "Access Log" for each PRF to insure that confidentiality is guaranteed. Faculty PRF's will be accessible to: (a) the faculty member being evaluated up until the date of the third committee meeting, (b) evaluation committee members up until the date of the third (3rd) committee meeting, (c) the appropriate Vice President, (d) Academic Senate Tenure and Promotional Review Committee members (when appropriate), (e) the College President, and, (f) the CAP (when appropriate).

15.1.8.8   File material should be retained for four (4) years. After the materials retention period has passed, the faculty member should be notified that their PRF will be purged of dated material [Please see Article XX for treatment of dated material in Official Personnel Files]. If there is no response within ten (10) business days, all file material more than four (4) years old will be purged.

15.1.9   Probationary and Promotional Evaluation Procedures

First Committee Meeting: Instrument Modification

15.1.9.1   After the evaluation committee has been formed but before any class visits are made in each evaluation cycle, the entire committee shall meet with the evaluee to discuss the Faculty Appraisal Guide, instrument, and process. The committee shall also agree on the date of the second committee meeting during this meeting. All materials submitted by the evaluee must be placed in the evaluee's PRF no later than the date agreed to in the first committee meeting.For tenured triennial evaluations the first meeting may occur electronically upon mutual agreement between the evaluee and the evaluation committee.

If, after written request of the appropriate manager, the faculty member who is scheduled for evaluation refuses to attend the first or subsequent committee meetings within ten (10) working days of the request, the appropriate manager will convene the evaluation committee and proceed with the evaluation absent the evaluee.

Class Visits

15.1.9.2   The appropriate manager and Department Chair each will make at least one (1) class, work station, or counseling session visit; peer(s) each will make at least two (2) class, work station, or counseling session visits. Class visits and/or observations shall be of a minimum of fifty (50) minutes duration and shall be unannounced. The evaluee should let their committee members know ahead of time if there are certain dates which should be avoided due to exams, field trips, etc.

For online classes, the faculty member who is being evaluated will establish access within the appropriate course Management System for all members of the evaluation committee. Access to the online class sessions will be established at the "Evaluator" level. At the request of the faculty member being evaluated, access may be established at a higher level. Access to the online class will begin at the first committee meeting and will terminate at the second committee meeting. In some circumstances, at the request of the faculty member being evaluated, and in addition to the minimum access to the online class discussed above, the faculty member may request to demonstrate certain features of the online class to the evaluation committee. This type of demonstration, if desired by the faculty member being evaluated, will be arranged during the first evaluation committee meeting.

For asynchronous online classes, class visits will consist of at least 50 minutes of course observation. Parameters for the course observation must be specified during the first committee meeting via mutual agreement between the evaluation committee and the faculty member being evaluated. The course observation will include a course walkthrough via a synchronous meeting or pre-recording, and/or links to specific lectures and/or modules as requested by the evaluation committee within the evaluation time frame determined at the first committee meeting. This evaluation time frame will not exceed the time period between the first and second evaluation committee meetings. At the request of the faculty member being evaluated, broader access to their online course may be established in lieu of providing a synchronous walk-through or lecture/module links. Access will be for a set amount of time agreed upon at the first committee meeting by the faculty member being evaluated and the evaluation committee.

Letters of Appraisal

15.1.9.3   After all class visits are completed and evaluation materials are submitted, the appropriate manager will review the evaluee's performance review file and verify that it is complete. The appropriate manager shall also solicit letters of appraisal from the peer evaluator(s) and the Department Chair, and shall themselves write a letter of evaluation. Each evaluator must ensure that evaluations never will be based upon the evaluee's identification with or belonging to a protected class, political beliefs, or lifestyle. Evaluation decisions cannot be based upon factors unrelated to performance of the faculty member's duties. Reviewers must strive to maintain objectivity, and to assure that decisions regarding tenure or promotion do not contravene established principles of academic freedom, appropriate sections of Title 5, and/or Departmental standards. Decisions cannot be based upon any political criteria, nor can they be made arbitrarily, capriciously, or unreasonably.

Second Committee Meeting: Data Integration

15.1.9.4   The appropriate manager will convene a second meeting of the evaluation committee on the date agreed upon during the first committee meeting. At that meeting, committee members should agree upon summary ratings and comments and prepare the "Faculty Appraisal Form" referred to in 15.1.4 above. At the conclusion of this meeting, all appropriate items shall be submitted to the evaluee's PRF, with a copy of these items made available to the evaluee upon request.

In the event the committee members cannot reach consensus decisions, each shall submit their own appraisal form. In this case, the Tenure and Promotional Review Committee (TPRC) shall complete the summary appraisal form based upon materials in the evaluee's PRF.

Third Committee Meeting: Review and Summary

15.1.9.5   The appropriate manager then will convene a third meeting of the evaluation committee and the evaluee to review the committee's findings. Subsequent to the second committee meeting and the inclusion of all evaluation materials in the evaluee's PRF, the dean shall notify the evaluee that the committee's documents have been submitted and that the evaluee may inspect their PRF. If the evaluee wishes to respond to anything that is in the file, they shall be granted ten [10] working days, from the date of the notification, to do so.

The response(s) will be included in the file. The third committee meeting will not be held until this ten (10) working day period expires. Based on the evaluee's response(s), committee members may change their initial appraisal ratings and/or re-write their letters of appraisal.

Upon mutual agreement between the appropriate manager and the evaluee, the review and summary meeting may be held with the committee immediately following the second committee meeting. However, electing this option does not preclude the evaluee from requesting a third meeting following the timelines listed above.

Tenure and/or Promotion Recommendations and Administrative Review

15.1.9.6   After the completion of the third evaluation committee meeting and the resolution of all matters pursuant to it, the appropriate manager will notify the appropriate Vice President of the evaluation committee's recommendations. Such notification shall be in writing.

15.1.9.7   The appropriate Vice President may review the candidate's file and may comment on the evaluee's performance in a letter if they so desire. If the appropriate Vice President writes such a letter, it must be included in the evaluee's file, and the evaluee shall be sent a copy and have the right to read the letter and to respond to it within ten (10) working days. The Vice President shall ensure that the evaluee's response(s) will be included in the PRF.

Tenure and/or Promotion Recommendations and Academic Senate Review

15.1.9.8   The Academic Senates at each of the colleges shall appoint a Tenure and Promotional Review Committee (TPRC) composed of one (1) full Professor from each School (or program in Continuing Education), one (1) faculty EEO representative from that College, who has been certified by the District EEO office. The Faculty Evaluation Coordinator shall also serve on the TPRC as a non-voting member. This committee shall review all tenured/tenure-track, contract renewals, and/or promotional recommendations to see if they are procedurally correct and meet general College and District standards. (Please see Article VIII, Sections A4.7 – A4.8)

The committee shall elect its chair from among these committee members.

15.1.9.9 After the faculty member has been evaluated according to the terms of this Article, and, if consensus has been reached, their Committee has made a recommendation regarding retention as a contract faculty member, tenure, and/or promotion, to the appropriate Vice President, the Vice President shall notify the appropriate Academic Senate committee (the TPRC) that the faculty member's PRF is ready for the committee's review.

15.1.9.10 The TPRC shall review the candidate's file and then shall recommend either for or against retention as a contract faculty member, tenure, and/or promotion, on the basis of a simple majority vote. The recommendation of the TPRC must be clear and unambiguous. The chair of the TPRC will only vote in the case of a tie. If a recommendation of the TPRC contradicts that of the candidate's Evaluation Committee, reasons supporting the recommendation must be expressed in writing. The committee then will forward its recommendations to the President and the evaluee.

Tenure and/or Promotion Decisions

15.1.9.11 The President will make a recommendation regarding the tenure status (and, when appropriate, the promotional status) of the faculty member to the Board of Trustees through the Chancellor, and will send a copy to the evaluee. The evaluee shall have the right to submit a written response.

If the candidate is awarded tenure and/or promotion, their future salary step advancement and rank advancement henceforth will be governed under the terms of Article VIII, A4.1 and A4.7.5 respectively.

15.1.9.12 If a probationary candidate does not meet standards for tenure, they may be terminated in accord with state law. The faculty member shall have the right to appeal their termination to the Committee on Academic Personnel (CAP) under the terms of Article XV, Section 15.1.10 of this Agreement.

15.1.10 Contract Renewal, Tenure and/or Promotion Denial, Retention as a Regular Employee: Appeals

15.1.10.1 If a tenure-track contract renewal, tenure, or promotional decision of a College President is negative, the faculty member in question may appeal the decision to the Committee on Academic Personnel CAP (as described in Article VIII -Salary, Section A6.0) within five (5) working days of notice from the College President.

15.1.10.2   In each case of appeal, the appropriate Vice President's office shall forward the evaluee's file to the Chair of the CAP.

15.1.10.3   The file will be available for examination by each member of the CAP prior to the convening of the CAP meeting.

15.1.10.4   The CAP shall begin the appeal review process within fifteen (15) working days of the receipt of a written request by a faculty member to the Chair of the CAP. CAP members will individually review the appellant's file in a timely manner. If necessary, CAP may request additional information from prior reviewers. The CAP may ask for a personal presentation by the appellant and, if they so desire, an official representative. If a personal presentation is made by either the appellant or the appropriate manager CAP must also ensure a personal presentation by both the appellant and the appropriate manager takes place. Appellant and manager presentations shall be conducted without the other party present. Following the presentations, the committee shal l review and discuss all evidence – documented and testimonial. Members will maintain evaluator confidentiality throughout the review process. All CAP recommendations shall be made after all submitted materials have been reviewed by all committee members, all presentations by appellant and manager have concluded, and only when the entire membership is present or represented. Each member's vote must be based only upon the evidence presented and the statements delivered. The committee's decision will be by a simple majority vote. In cases of promotional appeals only, if the CAP is unable to   reach a majority decision, the appeal shall be submitted first to mediation as delineated in Article IV, Grievance, Section 4.3. If a satisfactory resolution is not obtained via this mediation step, the appeal shall be submitted to arbitration following the Step 3 procedures of Article IV, Grievance, Section 4.2.

All CAP decisions will be explained in writing and submitted to the evaluee by the chair of the CAP.

15.1.10.5   CAP recommendations regarding appeals of denials of tenure-track contract renewal, tenure, or promotion will be forwarded to the Chancellor for final action. In the event that the Chancellor's final decision is to deny promotion, said denial shall be in writing and shall be accompanied by written suggestions for improvement.

In the event that the Chancellor's final decision overturns the recommendation of the Faculty Evaluation Committee which

was to deny a tenure-track contract renewal, or to deny tenure and/or promotion, the Faculty Evaluation Committee must complete a "Faculty Evaluation Development Plan" following the procedure in Article 15.1.11 below.

In the event that the Chancellor's final decision is to deny tenure, their decision shall be forwarded to the Board of Trustees for final action. If the Board's action is to deny tenure, the faculty member shall have the right to proceed to appeal as specified in the Education Code.

15.1.11   Development Plans

15.1.11.1   The Evaluation Committee must complete a "Faculty Evaluation Development Plan" (FEDP) whenever its decision is to recommend a denial of a promotion to Professor, when the committee's overall summary rating is less than satisfactory for a tenured member of the faculty, or when the Chancellor's final decision overturns the recommendation of the Faculty Evaluation Committee which was to deny contract renewal, or to deny tenure and/or promotion.

15.1.11.2   Any time factors militating against promotion are observed, those factors must be identified specifically and a constructive process must be identified in order to assist faculty to meet expectations. Specific suggestions detailing what a faculty member needs to do to meet expectations must be made in a timely fashion.

15.1.11.3   When an FEDP is completed by evaluators, the faculty member's progress toward reaching their developmental goals will be discussed via a "follow-up" evaluation process. The follow-up evaluation process will take place during the subsequent fall semester regular evaluation cycle and will follow the same procedures as the standard procedure requires. The evaluation committee which created the FEDP will maintain its original composition throughout the follow-up process, unless a change is expressly approved by the appropriate Vice President, in consultation with the appropriate Guild tenured/tenure-track Vice President.

15.1.11.4   If after the "follow-up" evaluation cycle the evaluation committee agrees that remedial expectations have been met, the FEDP will not become part of the faculty member's official personnel file. If the evaluation committee decides that remedial expectations have not been met, the FEDP and the "follow-up" report will become part of the faculty member's official personnel file, and they will be notified of

such in accordance with the procedures specified in Article XX, Personnel Files.

15.1.11.5   The failure to meet remedial expectations by the time of the "follow-up" report and the entering of that information in the faculty member's official personnel file shall be considered as an "unsatisfactory" evaluation. An unsatisfactory evaluation will result in the faculty member's salary being "frozen" at their current step, under the terms of Article VIII, Section A4.1 above. As soon as remedial suggestions have been met (as determined by a positive outcome during a subsequent evaluation cycle), the faculty member will begin again to advance in annual step increments, effective the first day of the next pay period. Promotional step advancement will be effective the following fall semester. The evaluation process will repeat yearly until remedial suggestions have been met, or, in cases of tenure-track faculty, the faculty member has received a final denial or approval of tenure.

15.1.12   Tenure and/or Promotion: Notification

Candidates for tenure and/or promotion will be notified of pertinent action in writing by the Chancellor or designee.

15.1.13   Non-Promotional Evaluation Procedures for Tenured Faculty

Non-promotional evaluation procedures for tenured faculty shall follow all of the preceding sections of this Article XV, with the exception of Sections 15.1.9.8 through 15.1.9.12, and Section 15.1.10. If the faculty member being evaluated chooses to appeal an unsatisfactory evaluation as defined in Section 15.1.11.5, then Sections 15.1.9.8 through 15.1.9.12, and Section 15.1.10 shall apply.

PART III: Personnel Files –Tenured/Tenure-Track Faculty

The following section is from the AFT Guild-San Diego Community College District Collective Bargaining Agreement (July 2023) (CBA)

ARTICLE XX – PERSONNEL FILES

20.1   There shall be only one (1) official personnel file for each bargaining unit member. No action may be taken against a unit member on the basis of material other than that contained in the official personnel file.

20.2   Official personnel files shall be kept in confidence in the District Office of Human Resources and shall be available for inspection only by the unit member, a representative of the Guild (with the unit member's written authorization), and authorized administrative employees of the District when actually necessary in the

proper administration of the District's affairs or the supervision of the faculty member.

20.3 Any material placed in a faculty member's official personnel file must be signed and dated by the originator and the management person responsible for placing it in the file, and a copy of all materials shall be given to the faculty member prior to the time of insertion in the official personnel file. No anonymous letters or materials shall be placed in this official personnel file.

20.4 Only material related to the faculty member's assigned duties or professional responsibilities shall be placed in the official personnel file.

20.5 In the case of derogatory materials related to a faculty member's assigned duties or professional responsibilities, such material shall not be entered in a faculty member's official personnel file unless and until the faculty member is given notice and an opportunity to review, comment, and to have such comments attached to the material in question. The faculty member shall acknowledge that they have read such material by affixing their signature and the date to the actual copy to be filed with the statement; their signature indicates only that they have read the material and does not necessarily indicate agreement with its contents.

20.6 A faculty member shall have the right to place in the official personnel file any material that they determine may have a bearing on their position as a faculty member. In the case of bulky items such as manuscripts or books, only a reference shall be placed in the file.

20.7 Upon the request of the faculty member, all materials they deem derogatory, after remaining in the official personnel file for a period of four (4) years, shall be placed in a separate sealed envelope which shall be retained in the official personnel file. This sealed envelope shall not be opened except with the written consent of the faculty member and/or upon court order.

20.8 A unit member shall have the right during normal business hours of the District Administrative Offices to examine and/or obtain a copy, at the unit member's expense, of any material in their official personnel file, except those excluded by law, by appointment with the Human Resources Office. Material not available to the unit member includes, but is not limited to, materials, which were obtained prior to the employment of the unit member.

20.9 Credit College Faculty Campus-based Performance Review Files (PRFs)

    20.9.1 Campus-based Performance Review Files (PRFs) will be kept in order to facilitate administrative, evaluative, or supervisory activities. Material transferred from a PRF, or from a supervisor's official file, to the official personnel file shall be handled in the manner described above with the following exceptions: (a) material transferred from a PRF or from a supervisor's unofficial file may not be used in action against a faculty member unless the transfer occurred two (2) weeks prior to the initiation of such action and the specified procedures for notification and review have been followed; (b) material so transferred shall not be more than one

(1) year old. For college faculty, PRF materials identified as "Mandatory Official Materials" in Article XV, Section 15.1.8.2 of this Agreement are exempt from the provisions of this section.

20.9.2 Each College President will designate an instructional office in which PRFs shall be maintained in a confidential manner and shall designate a custodian for the PRFs.

Prior to the initiation of any negative action based on a probationary and/or promotional review, copies of all relevant documents must be transferred to the official personnel file, in accordance with 20.9. above.

20.9.3 Each faculty member shall be provided with a list of all materials transferred from the PRF to the official personnel file. Identification shall indicate each author or officially authorized body generating the material. PRF materials identified as "Mandatory Official Materials" in Article XV, Section 15.1.8.2 of this Agreement are exempt from the provisions of this section.

20.9.4 The list mentioned above must be provided to the faculty member at least five (5) working days prior to its transfer. PRF materials identified as "Mandatory Official Materials" in Article XV, Section 15.1.8.2 of this Agreement are exempt from the provisions of this section.

20.9.5 The file custodian must maintain an "Access Log" for each PRF to ensure that confidentiality is guaranteed. PRFs will be accessible only to: (a) the faculty member, (b) evaluation committee peers (including Chair), (c) evaluation committee administrator (School Dean or Program Dean), (d) Dean or Instruction or equivalent instructional officer, (e) senate review committee members (when appropriate), (f) College President, and, (g) CAP members (when appropriate).

20.9.6 On every occasion that a file is accessed, the File Custodian will assure that the log is filled in and signed, or an electronic login has been verified.

20.9.7 All evaluation committee persons and authorized administrators are to review the PRFs in a confidential area to be provided by the File Custodian.

20.9.8 Student evaluations of faculty on the promotional track will be retained for four (4) years. After four (4) years have elapsed, the faculty member will be notified that their PRF will be purged of dated material. The faculty member then may request the student evaluation forms, and may make arrangements to pick them up. If there is no response within ten (10) days, all student evaluations more than four (4) years will be destroyed.

20.9.9 A unit member shall have the right, by appointment with the File Custodian, during normal business hours to examine and/or obtain a copy of any material in their PRF.

PART IV: Evidence of Effectiveness

A variety of materials and observations should be reference as providing evidence of teaching and/or professional effectiveness. Most of these materials should be included in the evaluee's Performance Review File (CBA, 15.1.8, above). These include, but are not limited to, the following:

1. **Class observation**: The following pages list many class observation behaviors that may indicate effective teaching performance. An instructor's classroom performance is only one of the indicators of professional competence which an evaluator should consider holistically in the evaluation process.

2. **Current syllabi**: These should delineate the course's goals and objectives; required and supplementary texts and/or other materials; attendance requirements; behavior/discipline requirements; planned schedule of lectures, examinations, and other activities; description and due dates of written and other assignments; description of the methods of evaluating student progress toward, and achievement of, course goals and objectives; description of method by which the final grade is derived; statement regarding academic accommodation for disabled students; information about office hour availability and appointment procedures; and, other information that advises students of additional requirements.

NOTE: *There is considerable flexibility regarding how faculty satisfy the syllabi requirements that are mandated in the District's generic "Contract Instructor, Class Description." For purposes of peer evaluation, it is probably more important that evaluators review syllabi as indications of the content, structure, and rigor of instructors' courses rather than as tests of their mastery of administrative details.*

3. **Updated list of professional accomplishments:** This should be consulted for indication of professional development activity since appointment or since the last evaluation. This might include some or all of the following in any combination: the evaluee's description of curriculum or program development and teaching or program innovations, if any; a complete list of all articles, books, papers, works, etc. produced by the evaluee with dates; a complete list of paper presentations, guest lectures, etc. given by the evaluee with dates; a list of professional conferences attended within the preceding four years; the evaluee's description of College and District service as well as professional and public service if any; and, a list of awards, grants, honors, and/or prizes.

4. A **self-evaluation**: The self-evaluation should state the goals the faculty member set for him/herself at the start of the current evaluation cycle, should explain the extent to which the goals were met, and should establish goals for the next evaluation cycle. On such a statement, a candidate may wish to explain institutional limitations on

his/her activity (such as no funding for conference travel, no release time for professional improvement, etc.)

5. **Statistical profiles and written comments sheets from student evaluations**: Student evaluation (or more properly, student rating) of teaching is the most common form of evaluation in higher education, and can be extremely informative. Written comments can be particularly valuable in assessing a colleague's performance.

The following materials may be requested by evaluators and, if so, should be submitted by the evaluee:

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6. Brief description of **all courses** the evaluee has taught since initial assignment;

7. **Course materials** (other than syllabi) used within the evaluation period (these could include examples of examinations, essay topics, lab exercises, etc.);

8. Description of **teaching methods**, along with an explanation of their appropriateness;

9. Description of **grading practices**;

10. Complete list of all **teaching materials** (such as videos) that are not listed on the submitted syllabi;

11. Description of **committee, professional, and public service activities**;

12. **Outside evaluations** when appropriate and when requested by the evaluee;

13. **Letters of reference**, testimonials, etc.

PART V: Domains and Criteria -Teaching Faculty

There are five general areas of professional performance in which each tenured/ tenure-track teaching faculty member is evaluated. These five areas are described as "Domains." Within each domain there are from one to eight more specific "Criteria," each of which is followed by a general description of satisfactory faculty performance in that area. Last of all, a listing of several specific behaviors follows each criterion's general description. These behaviors are intended only as examples: they are not the only possible behaviors that indicate satisfactory performance in any criterion. Moreover, some behaviors may indicate satisfactory performance, whereas others may be suggestive of performance that exceeds standards. The five domains and eighteen criteria are summarized below.

I. SUBJECT MATTER MASTERY
      1. Current Subject Area Knowledge and Professional Development
      2. Knowledge of Learning Theory
II. PREPARATION FOR TEACHING
      3. Course Conceptualization and Integration
      4. Organization/Planning
      5. Resourcefulness and Innovation
III. TEACHING
      6. Presentation Skills
      7. Adaptability/Flexibility
      8. Facilitation Skills
      9. Assessment
      10. Feedback Skills
      11. Skill inCreating the Learning Environment
      12. Skill in Managing Class Time
      13. Skill in Making Content Relevant
IV. COACHING AND COUNSELING SKILLS
      14. Skill in Establishing Rapport/Trust
V. SDCCD KNOWLEDGE AND INVOLVEMENT
      15. Department/College/District Knowledge and Involvement
      16. Timely Response to Administrative Requirements
      17. Demonstrated Respect for Colleagues, for the Traditional Concepts of Academic Freedom, and for the Commonly-Agreed-Upon Ethics of the Teaching Profession
      18. Demonstrated Sensitivity to the Issues of Diversity, Equity, Inclusion, and Accessibility

PART VI: Examples of Performance – Teaching Faculty

I. SUBJECT MATTER MASTERY

1. Current Subject Area Knowledge and Professional Development

Effective faculty stay current in their discipline through reading, research, continuing formal education, seminars, professional organizations, etc.

Examples of satisfactory performance may include but are not limited to:

a) Answering students' questions related to, but not addressed by, planned content
   Statements or actions indicating a willingness to bring additional information to
   the next class;
b) Statements or actions indicating an awareness of current developments in
   one's subject area;
c) Attending in-service workshops and/or professional conferences
   promoting discipline or professional currency;
d) Reading pertinent professional publications;
e) Meeting with department and other colleagues to discuss courses and/or discipline;
f) Referring students to ancillary material when appropriate;
g) Maintaining collegial and professional contacts outside the SDCCD;
h) Participating in the activities of professional organizations;
i) Making presentations at professional conferences or other meetings;
j) Publishing books and/or scholarly articles within or reasonably related to one's
   discipline;
k) Engaging in original or applied research.

2. Knowledge of Learning Theory

Effective faculty are aware of, and apply, learning theory in the delivery of course content. They may use a variety of teaching methods and classroom aids to maximize student learning.

Examples of satisfactory performance may include but are not limited to:

a) Sequencing content and exercises to most appropriately enhance learning;
b) Informing students of instructor's expectations;
c) Illustrating key learning points in several ways;
d) Encouraging students to develop their potential;
e) Employing appropriate teaching methods that foster student attention and engagement
   using multiple approaches and modalities;
f) Incorporating several instructional techniques, if and when appropriate.

II. PREPARATION FOR TEACHING

3. Course Conceptualization and Integration

Effective faculty have a conceptual understanding of the positioning of their class inside the general curriculum and are able to integrate their course content to maximize student learning.

Examples of satisfactory performance may include but are not limited to:

   a) Displaying an understanding of how course content fits into overall curriculum;
   b) Maintaining standards equivalent to those in other comparable courses;
   c) Modifying class outline in response to adjustments in overall curriculum;
   d) Structuring and sequencing course content to reflect the realistic application of information in job/career/life environments when appropriate;
   e) Maintaining an awareness of courses preceding and following current course to minimize unnecessary overlap and to achieve maximum course integration;
   f) Suggesting/developing curriculum changes to integrate course more effectively;
   g) Maintaining an awareness of changes in the course content at transfer institutions;
   h) Advising students on course sequences.

4. Organizing/Planning

Effective faculty organize class activities and time prior to class meeting. A syllabus, provided to each student, details class requirements, meeting schedule, and expectations regarding student performance.

Examples of satisfactory performance may include but are not limited to:

   a) Beginning and conducting class sessions in an organized manner;
   b) Providing a syllabus to each student at first class session;
   c) Ordering text(s) and/or other materials in a timely manner;
   d) Communicating clearly the course grading criteria;
   e) Preparing effective student evaluation tools;
   f) Establishing and maintaining a system for recording student progress;
   g) Preparing supplementary materials as needed.

5. Resourcefulness & Innovation

Effective faculty are creative in their organization of class activities. They draw on a wide range of sources to stimulate student interest and involvement.

Examples of satisfactory performance may include but are not limited to:

   a) Conducting and/or supervising classroom activities that are innovative and resourceful when appropriate;
   b) Referring students to appropriate outside resources;
   c) Reading texts to students only when and if appropriate;
   d) Developing new course materials as needed, based on multiple input
   e) Using appropriate media;
   f) Cataloging resources available to students from the SDCCD when appropriate;
   g) Using external resources for field trips, guest speakers, donations of equipment, etc.

III. TEACHING

6. Presentation Skills

Effective faculty are competent presenters. They have acquired the basics of public speaking (organization of content, delivery, and conviction), which allow them to maximize the delivery of content. They present course material in an interesting, informative manner and create content that enhances student understanding.

Examples of satisfactory performance may include but are not limited to:

a) Presenting information in an organized and interesting fashion;
b) Using technical terms only after explaining them to students;
c) Using appropriate delivery skills;
d) Using appropriate verbal skills;
e) Having an integrated style of presentation, combining delivery skills, verbal skills, and personal conviction into an interesting and well organized presentation;
f) For online live classes:
      -legible screen share, provided visual and audio materials to enhance lecture;
g) For online classes:
       -content pages include meaningful 'chunking' using headers or other visual cues to reduce cognitive load;
       -a variety of ways to engage with the material are available including video, text, graphics, etc.;
       -content pages and files such as documents, PDFs, presentations, videos, etc. pass accessibility checks.

7. Adaptability/Flexibility

Effective faculty are aware of the classroom setting and/or teaching environment (group dynamics, use of current events to illustrate learning points, etc.). They create content and assignments that are adjusted based on student progress, understanding, and feedback. They adapt to changes with a minimum of impact on their effectiveness. They are flexible enough to incorporate alternative teaching methods when needed.

Examples of satisfactory performance behaviors may include but are not limited to:

a) Explaining and discussing issues using different approaches and perspectives;
b) Using current events and student situations as learning examples;
c) Adjustments to scheduling and deadlines
d) For classroom/online live classes:
       -Maintaining effectiveness during class disruptions (e.g., equipment breakdowns, student disruptions, etc.);
       -Modifying presentation based on student interests/needs and class situations;
       -Teaching in various physical settings while maintaining effectiveness;
       -Maintaining composure when confronted with unexpected circumstances (e.g., broken equipment, lack of resources); and

-Reframing a concept to facilitate student understanding.
  e) For online classes:
    -Announcements showing changes to course based on student progress - either scaffolding, additional assignments, additional support.
    -Adjustments to scheduling and deadlines.
    -Demonstrated willingness to create new videos, pages, assignments, etc. to help students learn course concepts.

8. Facilitation Skills

Effective faculty design course to facilitate student-to-student and student-to-instructor interaction. They are able to guide class exercises and/or discussions using a combination of techniques while maintaining control of the class environment.

Examples of satisfactory performance may include but are not limited to:

  a) For classroom/online live classes:
    -Facilitating classroom exercises (e.g., helping students with exercise instructions or explaining difficult content);
    -Remaining available and willing to assist students when they work independently;
    -Illustrating learning points and sharing anecdotes based on experience when appropriate;
    -Using a variety of facilitating techniques (e.g., stimulating discussion through questioning, using small-group activities, establishing "help lists" for student interaction, etc.).
  b) For online classes:
    -Discussions, group projects, and/or group annotation is used within the course.
    -Students receive regular contact from the instructor possibly in weekly announcements that recap and preview material.
    -Students are encouraged to connect with the instructor and other students, via tools such as the Canvas Inbox, Pronto, Teams, etc.
    -Information about best contact methods and response times on syllabus/homepage/ orientation module.

9. Assessment

Effective faculty assess student skills continually and adjust teaching style to the appropriate level of student understanding if necessary. They use a variety of formative and summative assessments aligning to course objectives.

Examples of satisfactory performance may include but are not limited to:

  a) Expressing an awareness of student needs;
  b) Checking for student understanding of content on an ongoing basis;
  c) Assessments are clearly linked to learning objectives for students.
  d) A variety of assessment types used regularly throughout the course, such as a quiz, discussion, and/or writing assignment.
  e) Directing students not prepared for current level of coursework to proper courses for help;

f) Conducting preliminary testing to determine student levels when and if appropriate;
g) Matching course content to students based on individual student knowledge level and learning abilities, to the degree appropriate;

10. Feedback Skills

Effective faculty give feedback to students to encourage the learning process. They make students aware of how to successfully complete assignments and provide timely feedback for improvement. They plan for and use various techniques (tests, simulations, interviews, etc.) to provide students with opportunities to measure their progress.

Examples of satisfactory performance may include but are not limited to:

a) Providing opportunities for feedback regularly during the course of instruction;
b) Assignment instructions are clear and include rubrics, grading criteria, and/or examples of good work.
c) Feedback is timely, meaningful, supportive, and affirming.
d) Students are given clear instructions on how to access feedback from their instructor.
e) Where possible, instructor provides synchronous feedback in the moment.
f) Providing a variety of methods (e.g., examinations, graded homework, informal progress reviews) by which students and instructor may measure student progress;
g) Clarifying learning goals and establishing specific criteria for grade assignment;
h) Clearly delineating students' responsibilities for learning as well as instructor's responsibility for teaching and evaluating.

11. Skill in Creating the Learning Environment

Effective faculty establish and maintain the correct psychological learning environment from the outset of the course, and create a flexible learning environment for students.

Examples of satisfactory performance may include but are not limited to:

a) Consistently indicating enthusiasm about course content and the learning process;
b) Providing sufficient and appropriate learning resources;
c) Displaying tolerance for error when students are learning new material and guiding students in mastering the new material;
d) Specifying course expectations during first class session and reinforcing expectations throughout the semester;
e) Remaining consistently available to meet with students during office hours or alternate times;
f) Consistently using positive reinforcements to reward learning and attempts at learning;
g) Displaying optimism about student learning (e.g., making encouraging remarks, giving challenging assignments, etc.).
h) Providing multiple ways for students to engage with course material.
i) Presenting information in multiple ways to students.
j) If appropriate, developing lab-style learning situations that are models for students;

12. Skill in Managing Class Time

Effective faculty use class time efficiently. They intentionally uses content and activities to make effective use of students' time. This may mean adjusting one's instructional plan quickly, or using an involving technique (exercise, discussion, simulation) when student interest wanes.

Examples of satisfactory performance may include but are not limited to:

a) Confronting disruptive students and situations promptly;
b) Using the full time allowed for class;
c) Managing class time with different types of teaching (lecture, group work, discussion, in-class activities).
d) including activities to maximize time for student learning.
e) <u>For online classes</u>:
   -Weekly announcements are clear and concise and used intentionally.
   -Modules include all necessary resources and activities that students need.
   -Work assigned clearly and directly supports learning objectives (no busy work).

13. Skill in Making Content Relevant

Effective faculty are able to place course content into its most meaningful context. They present course material in ways that allow students of different backgrounds to find connection. This may include showing how the course fits into an academic curriculum, a vocation or life situation, in order to help students recognize applications of the course material outside the classroom.

Examples of satisfactory performance may include but are not limited to:

a) Making course content relevant to life situations;
b) Creating opportunities for students to connect the course material to their own experience identity, and future goals and plans;
c) Including examples in material that represent the diversity of student backgrounds;
d) Drawing attention to historical biases in their discipline and engaging students in discussions of how their field reflects broader cultural trends.
e) Balancing theory and application when appropriate;
f) Knowing what potential employers are seeking and, when appropriate, designing course content to match employer needs;
g) Knowing course requirements and professional requirements for graduation/certification/licensing;
h) Knowing general transfer requirements of regional colleges and universities;
i) Using personal examples or case studies to make course content relevant;
j) Promoting student analysis and critical thinking.

IV. COACHING AND COUNSELING SKILLS

14. Skills in Establishing Rapport/Trust

Effective faculty realize their success in educating students depends, in part, on their

approachability and rapport with students. Building trust also allows an honest exchange in which students can gain the most information for their academic, career, or life decisions. *Examples of satisfactory performance may include but are not limited to:*

a) Responding appropriately to student requests/concerns;
b) Maintaining posted office hours;
c) Willingly accepting student differences and responding to them in a sensitive manner;
d) Maintaining availability for individual counseling;
e) Demonstrating genuine concern and respect for students (e.g., actively listening and respecting confidentiality);
f) Making referrals when student's counseling needs are beyond the scope of the instructor;
g) Balancing time spent with students so that all who request counseling receive adequate time.
h) Creating opportunities for students to be seen and heard individually.
i) Opportunities are created for students to give them feedback on the course.
j) Regular contact is maintained between instructor and students.
k) Grading turnaround time and email response time are made transparent, and instructor is consistent.

V. SDCCD KNOWLEDGE AND INVOLVEMENT

15. Department/College/District Knowledge & Involvement

Effective faculty are knowledgeable of, and involved in, department affairs. This involvement gives faculty a broader perspective on curriculum design and allows them to develop collegial relationships.

Examples of satisfactory performance may include but are not limited to:
a) Attending orientation meetings;
b) Attending department meetings;
c) Returning materials to deans, admissions, chairs, etc. in a timely manner;
d) Assisting in program/curriculum design, development, and evaluation;
e) Using department resources wisely;
f) Serving in the Academic Senate;
g) Serving on department, College, District committees;
h) Proposing new courses;
i) Taking a leadership role in planning for long-range goals of department, program, or College;
j) Attending Board of Trustees meetings to inform board members of department concerns.

16. Timely Response to Administrative Requirements (to be evaluated by Chair and Dean)

Effective faculty complete all administrative requirements in a timely manner to assure that students are well served, the School and College function smoothly, and accreditation standards are met.

Examples of satisfactory performance may include but are not limited to:

a) Dropping students who fail to attend the first two class meetings, and adding students on waiting lists;
b) Monitoring adds/drops prior to census;
c) Reporting the last day of attendance of any students designated "FED" on rosters;
d) Submitting syllabus to the Department Chair/Dean by the end of the first week of each semester.
e) Reporting absences as specified in the Faculty and Staff Handbook;
f) Returning signed TAOs in a timely manner;
g) Responding in a timely manner to all other administrative requirements (e.g., meeting flex obligations, grade reporting, ordering of books and/or supplies, etc.).

17. Demonstrated Respect for Colleagues, for the Traditional Concepts of Academic Freedom, and for the Commonly-Agreed-Upon Ethics of the Teaching Profession

Effective faculty are respectful of the opinions of colleagues; value academic freedom with a full understanding of its parameters, privileges, and responsibilities; and are committed to the highest ethical standards in their teaching.

Examples of satisfactory performance may include but are not limited to:

a) Respecting and defending the free inquiry of all colleagues;
b) Offering and responding to criticism with respect for differences of opinion;
c) Endeavoring to be objective in the evaluation of and the professional judgment of colleagues;
d) Defending academic freedom with an acceptance of the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge;
e) Making every reasonable effort to foster academic honesty and to assure that evaluation of students reflects their true merit;
f) Developing and improving one's scholarly competence.

18. Demonstrated Sensitivity to the Issues of Diversity, Equity, Inclusion, and Accessibility

Effective faculty work with colleagues, students, community partners, and administrators to cultivate an environment that embraces and is enhanced by diversity, equity, inclusion, and accessibility in all its many forms.

Examples of satisfactory performance may include but are not limited to:

a) Demonstrating dedication to fostering collegial and supportive campus/site engagement and activities;
b) Participating in the creation/maintenance of inclusive, safe, equitable, accessible environments;
c) Incorporating culturally relevant educational materials and/or strategies;
d) Engaging in site and district work that is focused on reducing barriers for under-represented groups in the college community;
e) Collaborating with community organizations focused on diversity, equity, inclusion, accessibility;
f) Participating in campus/ site efforts pertaining to diversity, equity, inclusion, accessibility.

PART VII: Domains/ and Criteria- Counseling Faculty

There are four general areas of professional performance in which each tenured/ tenure-track counseling faculty member is evaluated. These four areas are described as "**Domains**." Within each domain, there are from two to four more specific "**Criteria**," each of which is followed by general description of satisfactory performance in that area. Last of all, a listing of several specific behaviors follows each criterion's general description. These behaviors are intended as examples ONLY: they are not the only possible behaviors that indicate satisfactory performance in any criterion. Moreover, some behaviors may indicate satisfactory performance, whereas others may be suggestive of performance that exceeds standards. The four domains and fourteen criteria are summarized below.

I. DEVELOPMENT, COORDINATION, AND IMPLEMENTATION OF STUDENT SERVICES ACTIVITIES
  1. Keeping Reports, Records, Education Plans, and Other Documentation
  2. Special Functions
  3. Organizing and Planning

II. PROFESSIONAL COUNSELING SKILLS
  4. Individual Counseling
  5. Group Counseling
  6. Assessment
  7. Group Presentation

III. COUNSELING- SPECIFIC SUBJECT MASTERY
  8. Knowledge and Utilization of Academic Program and Curricula, Transfer Information, Resources, and District Procedures
  9. Professional Growth and Ongoing Preparation

IV. INTERPERSONAL- PERSONAL SKILLS
  10. Communication
  11. Leadership/Influence
  12. Timely Response to Administrative Requirements (for Chair/Dean to evaluate).
  13. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the teaching profession.
  14. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility

PART VIII: Examples of Performance- Counseling Faculty

I. DEVELOPMENT, COORDINATION, AND IMPLEMENTATION OF STUDENT SERVICES ACTIVITIES

1. Keeping Reports, Records, and Other Documentation

Effective counselors develop and monitor orderly, accurate records and other documentation for students.

Examples of satisfactory performance may include but are not limited to:

a) Developing short-term and long-term Education Plans for matriculating students;

b) Educating and guiding students about various student services processes and appropriate petitions and forms;

c) Summarizing, in writing, individual student contacts and actions in SARS;

d) Updating students' matriculation profiles in student information system.

2. Special Functions

Effective counselors participate in the special functions of the department. Each counselor may develop specific areas of expertise.

Examples of satisfactory performance may include but are not limited to:

a) Serving and participating in College and District committees;

b) Teaching Personal Growth courses;

c) Planning, developing, implementing, evaluating, and/or conducting Student Outreach
(e.g. classroom presentations; visits to local high schools, Continuing Education centers, and community organizations; participation in career and college fairs);

d) Planning, developing, organizing, implementing, evaluating, and/or facilitating workshops (e.g. orientation, education planning, career planning, study skills, academic success, etc.);

e) Conducting special functions (e.g. program coordination, retention programs, follow-up
projects, master planning, planning and coordination of professional development activities, etc.);

f) Serving as liaison to other campus departments;

g) Serving as liaison to other educational institutions.

3. Organizing and Planning

Effective counselors demonstrate the ability to manage time and organize activities in a productive manner.

Examples of satisfactory performance may include but are not limited to:

a) Preparing with appropriate materials for counseling sessions and workshops;

b) Reviewing student profile and history before scheduled appointments;

c) Eliminating distractions during session (e.g. phone, email, etc.);

d) Communicating with office staff regarding schedule;

e) With regard to special projects, meeting goals and deadlines in a timely manner;

f) Making effective use of time in counseling session (e.g. logical flow, finishing within allotted time, etc.);

g) Coordinating effectively with staff, faculty, and others to meet requirements of a variety of activities (e.g. classroom visits, student outreach, workshops, etc.).

II. PROFESSIONAL COUNSELING SKILLS

4. **Individual Counseling**

Effective counselors realize that their success in counseling students depends on their sensitivity and approachability to diverse student populations. Effective counselors provide students with a comprehensive body of information from which they can make appropriate decisions.

Examples of satisfactory performance may include but are not limited to:

a) Demonstrating rapport-building efforts (e.g. non-verbal behaviors, greeting students, providing privacy, awareness of, and sensitivity to issues pertaining to cultural diversity, etc.);
b) Demonstrating effective communication skills (e.g. eye contact, active listening, accurate feedback, etc.);
c) Assisting students in the process of making decisions regarding personal, career, and academic goals;
d) Determining student needs in terms of information (what do they know, what do they need to know);
e) Demonstrating ability to meet student needs in a crisis situation (e.g. showing the ability to remain calm, assessing the immediacy of the situation, and responding appropriately);
f) Interviewing students to assess personal and academic strengths and weaknesses;
g) Soliciting student feedback regarding effectiveness of session;
h) Facilitating appropriate student referrals (e.g. providing contact information to students, initiating phone/email contact, making personal introduction);
i) Maintaining confidentiality.

5. **Group Counseling**

Effective counselors are competent facilitators, utilizing skills in group dynamics.

Examples of satisfactory performance may include but are not limited to:

a) Using a variety of facilitation techniques (e.g. using small group activities, stimulating discussion through questions, etc.);
b) Maintaining focus on task accomplishment (e.g. well defined goals, observable outcomes);
c) Demonstrating rapport- building efforts (e.g. establishing atmosphere, using humor, ice breakers, introductions, etc.);
d) Demonstrating knowledge of group dynamics (e.g. encouraging participation from all members, evidencing a sensitivity to individual differences, effectively dealing with conflict, etc.).

6. Assessment

Effective counselors assess each student's personal, career, social, and academic readiness in order to effectively assist him/her in developing a plan to achieve his/her goals.

Examples of satisfactory performance may include but are not limited to:

a) Conducting one-on-one interview to determine status;
b) Administrating tests and/or interpreting assessment scores to facilitate career counseling, determine course placement, assess academic preparation;
c) Reviewing academic records to evaluate academic standing and determine course equivalencies as needed.

7. Group Presentation

Effective counselors are competent presenters. They have acquired the basics of public speaking (organization of content, delivery and conviction) which allows them to maximize the delivery of content. They present relevant material in an interesting and informative manner.

Examples of satisfactory performance may include but are not limited to:

a) Using appropriate verbal skills (e.g. volume, tone, inflection);
b) Using appropriate delivery skills (e.g. eye contact, gestures, body motion);
c) Having an integrated style of presentation, combining delivery skills, verbal skills, and personal conviction into an interesting and well-organized presentation;
d) Using appropriate terms or defining technical terms that students may not understand.

III. COUNSELING-SPECIFIC SUBJECT MASTERY

8. Knowledge and Utilization of Academic Programs and Curricula, Transfer Information, Resources, and District Procedures

Effective counselors maintain knowledge of and a familiarity with academic programs and services, campus and community resources, and District policies and procedures in order to meet student needs. Effective counselors clarify and interpret this knowledge to students, faculty, and community.

Examples of satisfactory performance may include but are not limited to:

a) Utilizing online resources to access career and transfer information (e.g. ASSIST, Bureau of Labor Statistics, CCC Transfer Counselor Website);
b) Referencing District, College, and university websites, catalogs, and directories to stay current with information on academic programs, transfer policies, and procedures);
c) Establishing and maintaining professional contacts in the community for outreach and referrals (e.g. high school counselors, Continuing Education centers, community agency representatives, local universities and community colleges).

9. Professional Growth and Ongoing Preparation

Effective counselors stay current in their profession through participation in professional organizations, reading appropriate publications, attending conferences and seminars.

Examples of satisfactory performance may include but are not limited to:

 a) Maintaining collegial and professional contacts outside SDCCD;
 b) Attending workshops and conferences promoting currency in the counseling field;
 c) Collaborating with colleagues (e.g. discussing student dilemmas/interventions);
 d) Participating in professional organizations;
 e) Reading pertinent professional publications;
 f) Attending staff/department meetings;
 g) Coordinating class visits or off-campus visits;
 h) Participating in regularly scheduled counseling department meetings/in-service.

IV. INTERPERSONAL-PERSONAL SKILLS

10. Communication

Effective counselors demonstrate competent communication skills in a variety of situations with colleagues and students.

Examples of satisfactory performance may include but are not limited to:

 a) Actively listening and checking for understanding;
 b) Using communication styles appropriate to specific situations (groups, one-on-one, participative v. directive, etc.);
 c) Clearly expressing ideas and concepts, verbally and in writing;
 d) Acknowledging feedback, then responding appropriately;
 e) Providing feedback.

11. Leadership/ Influence

Effective counselors demonstrate leadership through creative approaches to problem solving, employment of motivational skills, and effective utilization of staff resources.

Examples of satisfactory performance may include but are not limited to:

 a) Encouraging others to pursue and achieve common goals;
 b) Promoting counseling services and programs as appropriate (e.g. sharing list of services and programs with campus community via email or in person during departmental/committee meetings and classroom presentations, etc.);
 c) Serving as a role model by being active on committees and by taking the initiative on projects;
 d) Identifying problems impacting students and taking a leadership role to facilitate understanding and resolution.

12. Timely Response to Administrative Requirements (for Chair/Dean to evaluate).

Examples of satisfactory performance may include but are not limited to:

   a) Submitting scheduling information in a timely manner;
   b) Responding constructively to requests for input on policies and procedures;
   c) Completing and submitting faculty evaluation materials in a timely manner;

13. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly agreed upon ethics of the counseling profession.

Examples of satisfactory performance may include but are not limited to:

   a) Adhering to the American Counseling Association Code of Ethics
       (http://www.counseling.org/resources/aca-code-of-ethics.pdf);
   b) Participating objectively in peer evaluation process;
   c) Responding to requests in a timely and useful manner;
   d) Collaborating effectively with Counselors and staff in the development and
        delivery of counseling services;
   e) Promoting academic honesty.

14. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility.

Examples of satisfactory performance may include but are not limited to:

   a) Incorporating an understanding of the diverse academic, socioeconomic, and
        ethnic backgrounds of community college students, faculty, and staff in
        every appropriate professional activity;
   b) Providing outreach to the college community;
   c) Supporting and participating in campus and district diversity, equity, inclusion, and
        accessibility initiatives.
   d) Demonstrating dedication to fostering collegial and supportive campus/site
        engagement and activities
    e) Engaging in site and district work that is focused on reducing barriers for under-
        represented groups in the college community;

PART IX: Domains and Criteria- Library Faculty

There are five general areas of professional performance in which each tenured/ tenure-track librarian may be evaluated. These five areas are described as "**Domains**." Within each domain there are more specific "**Criteria**," each of which is followed by a general description of expected satisfactory performance in that area. Criteria that do not apply to a librarian's position may be marked as *not applicable* (NA) on the evaluation form. A listing of several specific behaviors follows each criterion's general description. These behaviors are intended as examples ONLY: they are not the only possible behaviors that indicate satisfactory performance in any criterion. Moreover, some behaviors may indicate satisfactory performance, whereas others may be suggestive of performance that exceeds standards. The five domains and seventeen criteria are summarized below.

I. PUBLIC AND TECHNICAL SERVICES

1. Reference
2. Instruction
3. Access Services
4. Technical Services
5. Integrated Library System Administration

II. COLLECTION MANAGEMENT

6. Overall Knowledge of the Collection
7. Collection Evaluation and Assessment
8. Collection Selection and De-selection

III. OPERATIONAL LEADERSHIP

9. Organizing and Planning
10. Staff Development

IV. SDCCD KNOWLEDGE AND INVOLVEMENT

11. Professional, District, and/or Campus Involvement
12. College/District Policies and Procedures
13. Liaison with Faculty and Administration
14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)
15. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon professional ethics
16. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility

V. LIBRARIANSHIP MASTERY

17. Continuing Education and Professional Involvement

PART X: Examples of Performance- Library Faculty

I. PUBLIC AND TECHNICAL SERVICES

1. Reference

Effective librarians provide appropriate information and assistance to students.

Examples of satisfactory performance may include but are not limited to:

a. Establishing an approachable presence;
b. Encouraging users to use reference services through friendly, helpful demeanor;
c. Actively acknowledging student's needs;
d. Skillfully employing reference interview to determine needs;
e. Determining user's level of ability to use sources and then providing appropriate level of instruction;
f. Using and teaching appropriate search strategies;
g. Referring students to appropriate and/or alternate sources/resources;
h. Answering reference questions accurately and completely.

2. Instruction

Effective librarians deliver organized, well-prepared opportunities for students to become information literate.

Examples of satisfactory performance may include but are not limited to:

a. Developing and implementing student learning outcomes;
b. Developing information literacy curriculum;
c. Developing and presenting electronic, face-to-face and/or hybrid tours, class sessions, and for-credit courses on finding, evaluating and/or using information;
d. Implementing different teaching methods and instructional techniques (e.g. problem based learning, group activities, demonstration, hands-on etc.);
e. Illustrating key learning points in several ways;
f. Meeting with department colleagues to discuss library instruction;
g. Matching content to students, based on individual student knowledge levels and learning abilities;
h. Providing individual and group instruction.

1. Access Services

Effective librarians develop and monitor an orderly system for the circulation of print and non-print materials.

Examples of satisfactory performance may include but are not limited to:

a. Developing circulation procedures and policies with staff;
b. Developing overdue/fines/holds procedures and policies with staff;
c. Developing a procedures manual with staff;
d. Reviewing all forms with staff to best serve faculty and students;

e. Developing and managing materials reserve system and procedures;
f. Serving as a liaison with faculty and students to resolve concerns/ complaints about services;
g. Leading classified staff in circulation procedures;
h. Developing and managing inter-library loans procedures with staff;
i. Representing staff in automated system discussion and development;
j. Making electronic materials accessible.

2. Technical Services

Effective librarians manage the process of acquiring and creating access to paper and electronic resources.

Examples of satisfactory performance may include but are not limited to:

a. Developing and maintaining functional vendor relationships;
b. Demonstrating knowledge of publishing industry and vendors;
c. Monitoring materials budget;
d. Leading classified staff in ordering, receiving, and processing materials;
e. Evaluating and monitoring vendor and/or publisher performance (e.g. fill rates, turn-around time, discounts, etc.);
f. Maintaining accurate records and statistics;
g. Working with district purchasing and campus business office;
h. Cataloging and classifying materials using current standards;
i. Creating access to information using Universal Design for learning standards;
j. Developing a procedures manual with staff;
k. Demonstrating ability to utilize an integrated library system (ILS);
l. Overseeing maintenance of the online public access catalog (a part of the ILS);
m. Providing access to materials in a timely manner;

n. Leading classified staff in processing procedures;
o. Using social media;
p. Creating and maintaining library websites;
q. Gathering and organizing information in electronic formats for ease of access (e.g. LibGuides).

5. Library Services Platform Administration

Effective librarians implement and maintain the district-wide Library Services Platform.

Examples of satisfactory performance may include but are not limited to:

a. Updating and upgrading the district-wide system;
b. Updating and upgrading the system at the campus level;
c. Creating and maintaining functional vendor relationships;
d. Collaborating and communicating between campuses;
e. Collaborating with District IT.

II. COLLECTION MANAGEMENT

6. Overall Knowledge of the Collection

Effective librarians demonstrate a broad working knowledge of the Library/LRC collection in all disciplines and material types.

Examples of satisfactory performance may include but are not limited to:

a. Keeping current with additions and deletions to the collection;
b. Keeping current with a general knowledge of location of materials;
c. Demonstrating an awareness of special locations and usage of certain materials;
d. Demonstrating an awareness of the strengths and weaknesses of the collection.

7. Collection Evaluation and Assessment

Effective librarians carefully analyze the strengths and weaknesses of their area of the collection.

Examples of satisfactory behaviors may include but are not limited to:

a. Demonstrating knowledge of state-wide library standards in terms of collection size;
b. Demonstrating knowledge of curriculum offerings of the College, and of current and/or planned changes;
c. Participating in the creation and/or updating of a library collection management guideline in accordance with the American Library Association's Code of Ethics;
d. Reviewing circulation and other library statistics to make more informed decisions regarding development of collection;
e. Reviewing internal materials usage patterns to make more informed decisions regarding development of collection;
f. Consulting relevant review sources;
g. Devising strategy to meet short-term and long-term collection needs;
h. Ensuring the collection is inventoried periodically.

8. Collection Selection and De-selection

Effective librarians select appropriate materials to support curriculum offerings, while reviewing materials in their respective subject areas and discarding materials no longer in line with the collection development guidelines.

Examples of satisfactory performance may include but are not limited to:

a. Selecting materials to meet a range of student knowledge and learning ability levels;
b. Working with class-room faculty to understand curricular needs and to inform librarian decisions;

c. Demonstrating knowledge of library collection development policy;
d. Demonstrating knowledge of the publishing industry (e.g. reputation; specialization, etc.);
e. Demonstrating current subject knowledge in his/her area of selection;
f. Consulting relevant reviews to determine if specific titles are appropriate for the collection.
g. Using social media;
h. Creating and maintaining library websites;
i. Gathering and organizing information in electronic formats for ease of access (e.g. LibGuides).

III. OPERATIONAL LEADERSHIP

9. Organizing and Planning

Effective librarians demonstrate the ability to organize and plan library services and facilities to ensure the delivery of the best possible library programs.

Examples of satisfactory performance may include but are not limited to:

a. Planning facility space requirements based on student/faculty usage, traffic patterns, etc.;
b. Planning facility hours/services based on student/faculty needs and staffing constraints;
c. Monitoring and expending from all Library/LRC budgets, managing budget transfers, deciding on budget priorities, etc.;
d. Communicating clearly ideas and concepts both verbally and in writing;
e. Meeting and working with other departments on mutual concerns, acquisitions, and delivery of services;
f. Planning the classified, adjunct faculty, and/or work-study student work schedules;
g. Participating in the hiring of, evaluation of, and delegation of duties for classified staff and library faculty;
h. Devising strategies to bolster resources and services.

10. Staff Development

Effective librarians encourage open communication among staff for the benefit of the Library/ LRC program and for each individual's on-going personal development.

Examples of satisfactory performance may include but are not limited to:

a. Encouraging staff involvement in college/district events and workshops;
b. Encouraging staff involvement in off-campus workshops/seminars related to work responsibilities;
c. Encouraging staff reading of appropriate professional journals, literature and other forms of professional communication;
d. Training staff in the use of new methods or technologies as appropriate;

e. Inviting outside experts to provide in-service training for staff;

f. Encouraging staff to participate in and/or sponsor "Flex" workshops;

g. Scheduling periodic staff meetings as needed.

IV. SAN DIEGO COMMUNITY COLLEGE DISTRICT KNOWLEDGE AND INVOLVEMENT

11. Campus/District Involvement

Effective librarians represent the Library/LRC by serving on various College and/or District committees and by making a contribution to the governance process.

Examples of satisfactory performance may include but are not limited to:

a. Serving on Departmental, College, and District committees;

b. Responding in a timely manner to administration requirements (e.g. budget reports, college reports, etc.);

c. Communicating with staff and peers on College/District issues brought up at committee meetings.

12. Campus/District Policies and Procedures

Effective Librarians keep current with College and District policies that relate to the Library/LRC, and they interpret these policies to students, staff, faculty, and the community.

Examples of satisfactory performance may include but are not limited to:

a. Communicating with peers and staff on College committees;

b. Communicating clearly ideas and concepts, both verbally and in writing;

c. Following College/District policies and procedures.

13. Liaison with Faculty and Administrators

Effective librarians serve as a liaison with faculty and administration for the benefit of both the Library/LRC and the instructional program.

Examples of satisfactory performance may include but are not limited to:

a. Participating in relevant college activities;

b. Maintaining professional working relationship with others;

c. Actively seeking input from faculty regarding library resources and services;

d. Providing professional development services (e.g. conducting seminars and workshops on topics of special interest to faculty and staff);

e. Meeting with faculty to discuss library policies and programs;

f. Assisting faculty and staff with their professional development needs;

g. Promoting library services and resources to faculty and administrators.

14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate).

Examples of satisfactory performance may include but are not limited to:

a. Submitting scheduling information in a timely manner;
b. Meeting library, college, and district deadlines for ordering of and payment for resources;
c. Responding constructively to requests for input on policies and procedures;
d. Completing and submitting Library Faculty Evaluation materials in a timely way.

15. **Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the teaching profession.**

Examples of satisfactory performance may include but are not limited to:

a. Adhering to the American Library Association Code of Ethics (http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm)
b. Participating objectively in evaluation of faculty and staff;
c. Involving classroom faculty in collection development discussions;
d. Responding to requests in a timely and useful manner;
e. Collaborating in the organization of resources, such as web design and catalog maintenance;
f. Collaborating with library faculty colleagues in the selection of resources;
g. Promoting academic honesty.

16. **Demonstrated sensitivity to the issues of diversity, equity, inclusion and accessibility**

Examples of satisfactory performance may include but are not limited to:

a. Providing outreach to the college community through library tours, workshops, displays and other activities;
b. Making collection management decisions in an unbiased and balanced manner;
c. Providing accurate and unbiased responses to reference inquiries;
d. Supporting the campus and district diversity initiatives through activities such as involvement in screening committees and special programs;
e. Incorporating an understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students, faculty, and staff in every appropriate professional activity.

V. LIBRARIANSHIP MASTERY

17. **Continuing Education and Professional Involvement**

Effective librarians continue to improve their effectiveness by attending classes and workshops, keeping abreast of professional literature, and participating in other learning opportunities, both on and off the job.

Examples of satisfactory performance may include but are not limited to:

a. Attending workshops and conferences to stay current;
b. Observing colleagues' classes and/or lectures for new ideas and approaches;
c. Reading pertinent professional publications and communications;
d. Staying abreast of curriculum developments;
e. Sharing with colleagues the knowledge gained from professional development activities;
f. Participating in professional organizations;
g. Applying knowledge gained from professional development activities in daily work environment.

PART XI: Adjunct Evaluation Criteria and Procedures

Adjunct evaluation criteria for appraisal are the same as they are for tenured-tenure/track faculty. Please review this guide for examples of performance for each criterion.

In addition to the completed Adjunct Faculty Appraisal Form for each adjunct evaluee, each peer evaluator is required to develop and submit a written narrative evaluation. This written evaluation can be developed after careful review of the student evaluations, additional documents requested by the peer (e.g. curriculum vitae, resume, syllabi, study guides, assignments, exams, etc.), plus the record of classroom/non-classroom observations.

The following section is from the AFT Guild-San Diego Community College District Collective Bargaining Agreement (August 2024) (CBA).

ARTICLE XV - EVALUATION OF FACULTY

15.2 ADJUNCT FACULTY EVALUATIONS
(including pro-rata faculty from Article XVII)

The comprehensive evaluation of faculty will utilize the Faculty Appraisal Guide with forms that is referenced in Appendix IV of this Agreement, and the procedures delineated herein. A link for accessing the Faculty Appraisal Guide shall be posted on the websites of each of the colleges and the District for access by faculty and administrators. Faculty will be evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes.

Faculty not covered by one of these forms and/or guides may suggest modifications of the most suitable form, to be approved by the appropriate manager and the Guild. This process may be initiated by either the evaluee or any of the evaluation committee members.

15.2.1 An adjunct faculty member must be peer evaluated within the first year of employment within each discipline they hold an assignment within each college, at least once every six (6) regular semesters thereafter, and within two (2) semesters of qualifying for Priority of Assignment (POA). It is also recommended that all adjunct faculty be evaluated during their first semester of any new assignment. However, failure to evaluate an adjunct faculty member as per the aforementioned timelines has no impact on their POA eligibility.

15.2.2 There will be at least one (1) class visit of a minimum of fifty (50) minutes duration during each evaluation cycle. Class, work station, or counseling session visits will be made by a peer evaluator who is a subject matter expert in the appropriate discipline area, as defined in Articles 15.1.7.4 and 15.1.7.5.

Observation visits shall be unannounced. The evaluee should let their committee members know ahead of time if there are certain dates which should be avoided due to exams, field trips, etc.

For online classes, the faculty member who is being evaluated will establish

access within the appropriate course Management System for all members of the evaluation committee. Access to the online class sessions will be established at the "Evaluator" level. At the request of the faculty member being evaluated, access may be established at a higher level. Access to the online class will begin following their initial meeting with their peer evaluator and will terminate subsequent to their final meeting. In some circumstances, at the request of the faculty member being evaluated, and in addition to the minimum access to the online class discussed above, the faculty member may request to demonstrate certain features of the online class to the evaluation committee.

For asynchronous online classes, class visits will consist of at least 50 minutes of course observation. Parameters for the course observation must be specified during the first meeting via mutual agreement between the peer evaluator and the faculty member being evaluated. The course observation will include a course walkthrough via a synchronous meeting or pre-recording, and/or links to specific lectures and/or modules as requested by the evaluation committee within the evaluation time frame determined at the first meeting. At the request of the faculty member being evaluated, broader access to their online course may be established in lieu of providing a synchronous walk-through or lecture/module links.

The appropriate manager (or their designee) will be added as a member of the evaluation committee during the two semester period prior to the adjunct faculty member qualifying to participate in the POA program. Subsequent to gaining POA rights, the appropriate manager may elect to participate as a member of the evaluation committee in addition to the peer.

The evaluee will provide to their evaluator(s): current syllabi (when applicable), an updated listing of professional accomplishments, a list of all courses or assignments the evaluee has completed since their last evaluation, course materials such as examples of examinations, or other materials the evaluee deems appropriate relating to their professional development since their last evaluation.

15.2.3 Each adjunct member who is scheduled for evaluation will be asked to submit, at their discretion, a list of three (3) tenured and/or tenure-track faculty members within the District acceptable as peer evaluators to their appropriate manager via their Department or Program Chair. If there are not three (3) appropriate faculty within the District, the faculty member being evaluated may include in their list of three (3) evaluators, evaluators from outside the District. In such cases, the the outside peer evaluator must be a subject area specialist or a specialist in a subject area reasonably related to that in which the evaluee teaches or is assigned. The appropriate manager will select the peer evaluator from this list of three (3), in consultation with the Department Chair. If none of these three (3) is acceptable, the appropriate manager may select an alternate, provided this is done in consultation with both the Department Chair and the adjunct evaluee. If the adjunct evaluee does not submit names of acceptable peer evaluators in a timely manner, the appropriate manager, in consultation with the Department Chair, shall select a peer evaluator. All those recommended or

selected as peer evaluators must be willing to serve.

15.2.4 The peer evaluator (and the appropriate manager if applicable) will write a letter of appraisal in addition to completing the evaluation instruments attached to this Agreement in Appendix II. Copies of the instruments shall be provided to all adjunct faculty prior to their peer evaluation.

15.2.5 Student evaluations, using the forms attached to this Agreement in Appendix III, will be completed at least once during the first term of assignment. Student evaluations will be completed during the first semester of assignment and at least once during every three (3) semesters within each discipline they hold an assignment within each college. The adjunct faculty member may request more frequent student evaluations. If an additional off-cycle evaluation is scheduled, student evaluations may be scheduled during the same semester the peer evaluation takes place if sufficient notice was not given to complete these evaluations one semester prior.

15.2.6 The student evaluation statistical report(s), the letter of appraisal, items delineated in section 15.1.14.2, and the evaluation instrument will be reviewed by the faculty member's Department Chair, peer, and their appropriate manager. The appropriate manager and chair shall sign the evaluation form as having been received only, without any further commentary, except in the area of responsiveness to administrative requests. The letter of appraisal shall include a recommendation to the appropriate manager regarding the desirability of future assignment for the adjunct faculty member.

15.2.7 The results of the peer evaluation, student evaluation statistical reports, and Chair and appropriate manager reviews must be made available to the adjunct faculty member in a timely manner. The adjunct faculty member shall be provided a copy of the evaluation form and any letters of appraisal at the conclusion of the evaluation process.

15.2.8 At the request of the adjunct faculty member, a meeting must be held with the peer, Department Chair, and/or appropriate manager to discuss the contents of the evaluation file and to answer questions. A meeting also may be held at the discretion of the appropriate manager in consultation with the Department Chair in the absence of a request from the adjunct faculty member.

15.2.9 The appropriate manager shall maintain a file of each adjunct faculty member's evaluation materials during the adjunct faculty member's active assignment, and for a period of eighteen (18) months following the conclusion of the adjunct faculty member's final assignment. If the adjunct faculty member returns to active status during the eighteen (18) month period, the evaluations shall be maintained in the file.

15.2.10 In the case of multiple assignments in different disciplines or campuses, each discipline/campus will follow the procedures outlined in 15.2 above.

Priority of Assignment Evaluation Issues

Specific procedures not addressed in Article XV apply to adjuncts who have Priority of Assignment and who also receive an unsatisfactory evaluation (CBA, Article 5.2.2 – 5.2.3):

5.2.7.3 Adjunct faculty members who have qualified for POA rights within a specific discipline within a college who receive an unsatisfactory evaluation ("needs development" is checked on the summary line of evaluation instrument) during any of their regularly scheduled evaluations (as defined in Article 15.2 of the Agreement) will be provided with a written plan of remediation which they will be expected to implement during their following semester of assignment. A subsequent evaluation will take place during this following semester of assignment, again following the procedure defined in Article 15.2 of the Agreement. If this subsequent evaluation is again unsatisfactory (as defined above), the adjunct faculty member shall not receive an assignment the following semester in the discipline within which they were evaluated. In addition, their POA rights will be terminated.

San Diego Community College District Tenured/Tenure-Track Faculty Appraisal Form

For: _____
(Evaluee's Name)

DOMAINS/Criteria	Needs Development		Satisfactory		Exceeds Standards
SUBJECT MATTER MASTERY					
1. Current Subject Area Knowledge/Professional Development	[ ]	[ ]	[ ]	[ ]	[ ]
2. Knowledge of Learning Theory	[ ]	[ ]	[ ]	[ ]	[ ]
PREPARING FOR TEACHING					
3. Course Conceptualization/Integration	[ ]	[ ]	[ ]	[ ]	[ ]
4. Organizing/Planning	[ ]	[ ]	[ ]	[ ]	[ ]
5. Innovation/Resourcefulness	[ ]	[ ]	[ ]	[ ]	[ ]
TEACHING					
6. Presentation Skills	[ ]	[ ]	[ ]	[ ]	[ ]
7. Adaptability/Flexibility	[ ]	[ ]	[ ]	[ ]	[ ]
8. Facilitation Skills	[ ]	[ ]	[ ]	[ ]	[ ]
9. Assessment	[ ]	[ ]	[ ]	[ ]	[ ]
10. Feedback Skills	[ ]	[ ]	[ ]	[ ]	[ ]
11. Skill in Creating the Learning Environment	[ ]	[ ]	[ ]	[ ]	[ ]
12. Skill in Managing Class Time	[ ]	[ ]	[ ]	[ ]	[ ]
13. Skill in Making Content Relevant	[ ]	[ ]	[ ]	[ ]	[ ]
COACHING & COUNSELING SKILLS					
14. Skill in Establishing Rapport/Trust	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE & INVOLVEMENT					
15. Campus/District Knowledge & Involvement	[ ]	[ ]	[ ]	[ ]	[ ]
16. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	[ ]	[ ]	[ ]	[ ]	[ ]
17. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly agreed upon ethics of their profession	[ ]	[ ]	[ ]	[ ]	[ ]
18. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility	[ ]	[ ]	[ ]	[ ]	[ ]

OVERALL RATING:	Needs Development		Satisfactory		Exceeds Standards
	[ ]	[ ]	[ ]	[ ]	[ ]

SIGNATURES: DATES: SIGNATURES: DATES:

_____ _____
PEER EVALUATOR

_____ _____
PEER EVALUATOR (if applicable)

_____ _____
DEPARTMENT or PROGRAM CHAIR

_____ _____
VICE PRESIDENT

_____ _____
APPROPRIATE MANAGER

_____ _____
EVALUEE

_____ _____
PRESIDENT

RECOMMENDATION PAGE FOR ALL TENURED/TENURE-TRACK EVALUATIONS

COMMITTEE RECOMMENDATION for _____

PROBATIONARY/PROMOTIONAL EVALUATION

First Year	___ Second one-year Contract ___ Tenure ___ Non-Renewal

Second Year	___ Two-year Contract ___ Tenure ___ Non-Renewal

Third Year	___ Satisfactory Progress ___ Unsatisfactory Progress

Fourth Year	___ Tenure/Promotion to Associate Professor* ___ Denial of Tenure

Eighth Year	___ Advance to Professor* ___ Advancement Not Recommended, FEDP Required

TENURED, NON-PROMOTIONAL EVALUATION

___ Satisfactory	___ Unsatisfactory, FEDP Required

promotion to Associate Professor or Professor applies to tenured/tenure-track college faculty only.

Recommendation of President: _____ I agree   _____ I disagree
With Committee Recommendation

(If "Disagree," please state recommendation and reasons for such):

San Diego Community College District Tenured/Tenure-Track Faculty Appraisal Form
COUNSELOR

For: _____
(Evaluee's Name)

DOMAINS/Criteria	Needs Development		Satisfactory		Exceeds Standards
DEVELOPMENT, COORDINATION, & IMPLEMENTATION OF STUDENT SERVICES ACTIVITIES					
1. Keeping Reports, Records, Ed Plans, & other documentation	[ ]	[ ]	[ ]	[ ]	[ ]
2. Special Functions	[ ]	[ ]	[ ]	[ ]	[ ]
3. Organizing & Planning	[ ]	[ ]	[ ]	[ ]	[ ]
PROFESSIONAL COUNSELING SKILLS					
4. Individual Counseling	[ ]	[ ]	[ ]	[ ]	[ ]
5. Group Counseling	[ ]	[ ]	[ ]	[ ]	[ ]
6. Assessment	[ ]	[ ]	[ ]	[ ]	[ ]
7. Group Presentation	[ ]	[ ]	[ ]	[ ]	[ ]
COUNSELING-SPECIFIC SUBJECT MASTERY					
8. Knowledge & Utilization of Academic Programs and Curricula, Transfer Information, resources, & District Procedure	[ ]	[ ]	[ ]	[ ]	[ ]
9. Professional Growth & Ongoing Preparation	[ ]	[ ]	[ ]	[ ]	[ ]
INTERPERSONAL-PERSONAL SKILLS					
10. Communication	[ ]	[ ]	[ ]	[ ]	[ ]
11. Leadership/Influence	[ ]	[ ]	[ ]	[ ]	[ ]
12. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	[ ]	[ ]	[ ]	[ ]	[ ]
13. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly agreed upon ethics of their profession	[ ]	[ ]	[ ]	[ ]	[ ]
14. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility	[ ]	[ ]	[ ]	[ ]	[ ]

OVERALL RATING:	Needs Development	Satisfactory	Exceeds Standards
	[ ] [ ]	[ ] [ ]	[ ] [ ]

SIGNATURES: DATES: SIGNATURES: DATES:

_____   _____   _____   _____
PEER EVALUATOR   APPROPRIATE MANAGER

_____   _____   _____   _____
PEER EVALUATOR (if applicable)   EVALUEE

_____   _____   _____   _____
DEPARTMENT or PROGRAM CHAIR   PRESIDENT

_____   _____
VICE PRESIDENT

AFT Guild, Local 1931 – SDCCD Faculty

RECOMMENDATION PAGE FOR ALL TENURED/TENURE-TRACK EVALUATIONS

COMMITTEE RECOMMENDATION for _____

PROBATIONARY/PROMOTIONAL EVALUATION

First Year	___ Second one-year Contract ___ Tenure ___ Non-Renewal

Second Year	___ Two-year Contract ___ Tenure ___ Non-Renewal

Third Year	___ Satisfactory Progress ___ Unsatisfactory Progress

Fourth Year	___ Tenure/Promotion to Associate Professor* ___ Denial of Tenure

Eighth Year	___ Advance to Professor* ___ Advancement Not Recommended, FEDP Required

TENURED, NON-PROMOTIONAL EVALUATION

___ Satisfactory	___ Unsatisfactory, FEDP Required

promotion to Associate Professor or Professor applies to tenured/tenure-track college faculty only.

Recommendation of President: _____ I agree _____ I disagree
With Committee Recommendation

(If "Disagree," please state recommendation and reasons for such):

San Diego Community College District Tenured/Tenure-Track Faculty Appraisal Form
LIBRARIAN

For: _____
(*Evaluee's Name*)

Domains / Criteria	N/A	Needs Development		Satisfactory		Exceeds Standards
PUBLIC and TECHNICAL SERVICES						
1. Reference	___	[ ]	[ ]	[ ]	[ ]	[ ]
2. Instruction	___	[ ]	[ ]	[ ]	[ ]	[ ]
3. Access Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
4. Technical Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
5. Library Services Platform Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
COLLECTION MANAGEMENT						
6. Overall Knowledge of the Collection	___	[ ]	[ ]	[ ]	[ ]	[ ]
7. Collection Evaluation & Assessment	___	[ ]	[ ]	[ ]	[ ]	[ ]
8. Collection Selection and De-selection	___	[ ]	[ ]	[ ]	[ ]	[ ]
OPERATIONAL LEADERSHIP						
9. Organizing & Planning	___	[ ]	[ ]	[ ]	[ ]	[ ]
10. Staff Development	___	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE and INVOLVEMENT						
11. Campus/District Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
12. Campus/District Policies & Procedures	___	[ ]	[ ]	[ ]	[ ]	[ ]
13. Liaison with Faculty & Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	___	[ ]	[ ]	[ ]	[ ]	[ ]
15. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly agreed upon ethics of their profession	___	[ ]	[ ]	[ ]	[ ]	[ ]
16. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility	___	[ ]	[ ]	[ ]	[ ]	[ ]
LIBRARIANSHIP MASTERY						
17. Continuing Education/Professional Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
Overall Rating:		Needs Development		Satisfactory		Exceeds Standards
		[ ]	[ ]	[ ]	[ ]	[ ]

Signatures: **Dates:**   **Signatures:**   **Dates:**

_____   _____
Peer Evaluator   Appropriate Manager

_____   _____
Peer Evaluator (if applicable)   Evaluee

_____   _____
Dept or Program Chair   President

_____
Vice President

RECOMMENDATION PAGE FOR ALL TENURED/TENURE-TRACK EVALUATIONS

COMMITTEE RECOMMENDATION for _____

PROBATIONARY/PROMOTIONAL EVALUATION

First Year	___ Second one-year Contract ___ Tenure ___ Non-Renewal
Second Year	___ Two-year Contract ___ Tenure ___ Non-Renewal
Third Year	___ Satisfactory Progress ___ Unsatisfactory Progress
Fourth Year	___ Tenure/Promotion to Associate Professor* ___ Denial of Tenure
Eighth Year	___ Advance to Professor* ___ Advancement Not Recommended, FEDP Required

TENURED, NON-PROMOTIONAL EVALUATION

___ Satisfactory	___ Unsatisfactory, FEDP Required

promotion to Associate Professor or Professor applies to tenured/tenure-track college faculty only.

Recommendation of President: _____ I agree   _____ I disagree
With Committee Recommendation

(If "Disagree," please state recommendation and reasons for such):

San Diego Community College District – Adjunct Faculty Appraisal Form

For: _____
(Evaluee's Name)

CRITERIA	Needs Development		Satisfactory		Exceeds Standards	Unable to Observe
1. Current Subject Area Knowledge/ Professional Development	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Knowledge of Learning Theory	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Course Conceptualization/Integration	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Organizing/Planning	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Innovation/Resourcefulness	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
6. Presentation Skills	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
7. Adaptability/Flexibility	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
8. Facilitation Skills	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
9. Assessment	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
10. Feedback Skills	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
11. Skill in Creating the Learning Environment	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
12. Skill in Managing Class Time	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
13. Skill in Making Content Relevant	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
14. Skill in Establishing Rapport/Trust	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
15. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
16. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly agreed upon ethics of their profession	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
17. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

OVERALL RATING:

Needs Development		Satisfactory		Exceeds Standards	
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SIGNATURES: **DATES:**

_____   _____
EVALUEE

_____   _____
DEPARTMENT or PROGRAM CHAIR/DESIGNEE

_____   _____
APPROPRIATE MANAGER

AFT Guild, Local 1931 – SDCCD Faculty

San Diego Community College District Adjunct Faculty Appraisal Form - COUNSELOR

For: _____

(Evaluee's Name)

Criteria	Needs Development		Satisfactory	Exceeds Standards		Unable to Observe
1. Keeping Reports, Records, Ed Plans, & other Documentation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Special Functions	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Organizing & Planning	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Individual Counseling	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Group Counseling	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
6. Assessment	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
7. Group Presentation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
8. Knowledge & Utilization of Academic Programs and Curricula, Transfer Information, Resources, & District Procedure	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
9. Professional Growth & Ongoing Preparation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
10. Communication	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
11. Leadership/Influence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
12. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
13. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly agreed upon ethics of their profession	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
14. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
OVERALL RATING:	**Needs Development** [ ]	[ ]	**Satisfactory** [ ]	**Exceeds Standards** [ ]	[ ]	

SIGNATURES: **DATES:**

_____   _____

EVALUEE

_____   _____

DEPARTMENT or PROGRAM CHAIR/DESIGNEE

_____   _____

APPROPRIATE MANAGER

AFT Guild, Local 1931 – SDCCD Faculty

San Diego Community College District
Adjunct Faculty Appraisal Form
LIBRARIAN

For:_____
(Evaluee's Name)

Domains / Criteria	N/A	Needs Development		Satisfactory	Exceeds Standards	
PUBLIC and TECHNICAL SERVICES						
1. Reference	___	[ ]	[ ]	[ ]	[ ]	[ ]
2. Instruction	___	[ ]	[ ]	[ ]	[ ]	[ ]
3. Access Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
4. Technical Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
5. Library Services Platform Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
COLLECTION MANAGEMENT						
6. Overall Knowledge of the Collection	___	[ ]	[ ]	[ ]	[ ]	[ ]
7. Collection Evaluation & Assessment	___	[ ]	[ ]	[ ]	[ ]	[ ]
8. Collection Selection and De-selection	___	[ ]	[ ]	[ ]	[ ]	[ ]
OPERATIONAL LEADERSHIP						
9. Organizing & Planning	___	[ ]	[ ]	[ ]	[ ]	[ ]
10. Staff Development	___	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE and INVOLVEMENT						
11. Campus/District Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
12. Campus/District Policies & Procedures	___	[ ]	[ ]	[ ]	[ ]	[ ]
13. Liaison with Faculty & Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	___	[ ]	[ ]	[ ]	[ ]	[ ]
15. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly agreed upon ethics of their profession	___	[ ]	[ ]	[ ]	[ ]	[ ]
16. Demonstrated sensitivity to the issues of diversity, equity, inclusion, and accessibility	___	[ ]	[ ]	[ ]	[ ]	[ ]
LIBRARIANSHIP MASTERY						
17. Continuing Education/Professional Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
Overall Rating:		Needs Development [ ]	[ ]	Satisfactory [ ]	Exceeds Standards [ ]	[ ]

Signatures: **Dates:**

_____ _____
EVALUEE

_____ _____
DEPARTMENT or PROGRAM CHAIR/DESIGNEE

_____ _____
APPROPRIATE MANAGER

===============================

AFT Guild, Local 1931 – SDCCD Faculty

SURVEY NAME_____

Directions for questions 1 through 20: Please "grade" your instructor on each of the statement for questions 1 through 20. Fill in the letter of the answer (use a #2 pencil) which best describes the instructor and this class. Record your response on the computer sheet according to the following criteria:

(a)	(b)	(c)	(d)	(e)
Outstanding	More than satisfactory	Satisfactory	Less than satisfactory	Not applicant

1. The instructor makes the objectives and requirements of the course clear.

2. Class meetings are well organized.

3. The required readings and/or other assignments are useful in promoting learning.

4. The instructor treats students with respect.

5. The instructor is available to students during schedules office hours or at other times by appointment.

6. The instructor encourages students, including those who experience difficulty.

7. The instructor is enthusiastic about teaching this course.

8. The instructor uses methods of teaching which seem appropriate to the course.

9. The instructor generally attempts to stimulate interest in the subject.

10. The instructor explains the material well.

11. The instructor encourages student participation when appropriate.

12. The instructor encourages critical thinking about the issues addressed in the course.

13. If students don't understand the material, the instructor gives additional explanation.

14. The instructor uses class time effectively.

15. The instructor gives exams and/or assignments that allow students to demonstrate what they have learned.

16. Exam questions and/or assignments are clear.

17. Exams and/or assignments are corrected, commented upon, and returned within a reasonable time.

18. The instructor makes specific, useful comments and/or corrections on student work.

19. The course objectives stated at the beginning of the course are being achieved or have been achieved.

20. Instructor's exams are challenging and require students to prepare carefully.

Questions 21 through 26 are intended to provide a profile of students who are evaluating faculty. Answer each on the computer form according to the responses listed below them.

21. What was the main reason you enrolled in this class?

(a) General Ed or Remedial Requirement   (b) Major Requirement   (c) Special Education Needs
(d) Personal Interest   (e) Professional/Vocational

22. This course fits into your:

(a) 4-year program (b) 2-year program (c) Certificate Prog. (d) Personal goals (e) Undecided

23. Aside from class time, how many hours per week do you spend preparing for this class?

(a) 0 (b) 1 to 3 (c) 4 to 6 (d) 7 to 9 (e) 10 or more

24. How would you grade your effort in this class?

(a) Very Good (b) Good (c) Adequate (d) Fair (e) Poor

25. In you have a job, how many hours per week do you

work? (a) No job   (b) 1 to 10   (c) 11 to 20 (d) 21 to

30 (e) 31 to 40

26. How many units are you carrying for this

semester? (a) 1-3 (b) 4-6 (c) 7-9 (d) 10-12

(e) More than 12

27. Did you attend the first class session?

(a) Yes   (b) No

Direction for Item 28 and 29: Please respond as fully and precisely as you can to the following two items. Your answers will be reviewed by your instructor following the end of the course, and can be of considerable help in improving teaching effectiveness.

Please specify what you think this instructor has done well in this course.

_____

_____

_____

Please specify ways in which you think this course can be improved.

_____

_____

_____

SURVEY NAME_____

Directions for questions 1 through 17: Please "grade" your counselor on each of the statements for questions 1 through 17. Fill in the letter of the answer (use #2 pencil) which best describes the counselor and this session. Records your responses on the computer sheet according to the following criteria:

(a)   (b)   (c)   (d)   (e)

Outstanding   More than satisfactory   Satisfactory   Less than satisfactory   Not applicable

1. The Counselor was on time for the appointment.

2. The Counselor showed a genuine caring about my situation.

3. The Counselor treated me with respect.

4. The Counselor listened to my problem or question.

5. The Counselor gave feedback related to my problem or question.

6. The Counselor was well organized and had helpful materials available.

7. The Counselor developed understandable and legible educational plan that reflected by present career goals.

8. The Counselor suggested alternatives and options to assist with my goals.

9. The Counselor made the objectives and requirements for my program clear.

10. The Counselor encouraged me to participate in decisions regarding career and academic goals.

11. The Counselor encouraged me in exploring options and in achieving my goals.

12. I left the counseling session feeling that my needs had been met.

13. The Counselor helped me to understand my strength and weaknesses.

14. The Counselor helped me understand how to use my previous coursework and experience in planning my schedule.

15. The Counselor referred me to campus and/or community resources that will assist me in making decisions.

16. The Counselor explained policies, procedures and deadlines related to my needs.

17. The Counselor provided information about academic programs, general education and transfer requirements.

18. What is the main reason for your counseling session today? (Select ONE choice from question 18 and 20)

     (a) Personal Problem (b) Career Information (c) Educational Planning (d) Financial Aid

     (e) Assistance with forms

19. (a) Semester planning (b) General Information (c) Transfer Information (d) Instructor Complaints

     (e) Referred to counseling

20. (a) Probation (b) Disqualification (c) Other

21. This counseling session took place during:

    (a) August/September (b) October/Nov/ Dec   (c) January/ February (d) March/April/May (e) June/July

22. My reason for enrollment in college is:

    (a) Associate Degree (b) Certificate   (c) Personal Interest (d) Job Skills (e) Transfer to a University

23. Have you reviewed the College Catalog and class schedule?

    (a) Yes   (b) No

24. Did you bring copies of prior coursework and/or related information to the counseling session?

    (a) Yes   (b) No

25. Have you requested that a copy of your transcript be sent to the college?

    (a) Yes   (b) No

26. Are you:

    (a) First time in college   (b) Returning Students (after an absence)   (c) Continuing student

    (d) Concurrently enrolled

27. This is my:

    (a) First counseling session   (b) Second session   (c) Third or more

Please specify ways in which you think counseling services can be improved:

_____

_____

_____

_____

SAN DIEGO COMMUNITY COLLEGE DISTRICT

FACULTY EVALUATION DEVELOPMENT PLAN (FEDP)

PERFORMANCE SUMMARY - Describe specific performance areas needing improvement

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PERFORMANCE DEVELOPMENT - Suggested actions to improve performance

Performance to be reviewed: DATE _____

FOLLOW-UP REVIEW: Indicate what developmental actions have been taken and describe current performance. Please attach as many additional sheets as necessary.

SIGNATURES	**DATES**	**SIGNATURES**	**DATES**
PEER EVALUATOR		DEAN	
PEER EVALUATOR (IF APPLICABLE)		EVALUEE	
DEPARTMENT CHAIR		COLLEGE PRESIDENT	