# Faculty Evaluation

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A. General Provisions

1. Purpose

1.1 The purpose of faculty evaluations is to recognize the strengths and special qualities of the evaluatee and to define areas that need improvement.

1.2 All evaluations – self, peer, peer management, and student – shall be completed on the agreed-upon forms included in Exhibits D, H and J.

2. Course Documents – If the faculty within a department decides it is appropriate, each evaluatee within the department will be required to submit to the Chair of the Evaluation Committee three representative documents which demonstrate that the course outline is being followed or that appropriate duties are being fulfilled. The documents can include, but are not restricted to, assignment sheets, exams, classroom exercises, and correspondence. Within the department the types of documents will be the same for all faculty in the department, but selection of the particular documents shall be at the discretion of the evaluatee. An evaluatee may elect to submit more than three documents.

3. Student Evaluations – Student evaluation shall be a part of every evaluation of every classroom instructor. Not every class need be surveyed, unless the evaluatee or the evaluators so request. Non-classroom faculty may also be so evaluated, provided that the members of the department determine that student evaluation is appropriate.

3.1 Student questionnaires shall be uniform, to the extent possible, for all classroom faculty.

3.2 The distribution and gathering of the student evaluation forms shall not be done by the evaluatee.

3.3 Completed questionnaires and computer printed summaries shall be forwarded to the evaluators who shall prepare appropriate summaries of the results. The summaries shall become part of the evaluation report.

3.4 Completed questionnaires may be viewed by the evaluatee only after the evaluatee’s final grades have been turned in.

3.5 Non-classroom disciplines/departments may develop student evaluation forms subject to approval by the Union and the District.
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4. Evaluation Calendar

Managers, evaluators, and evaluatees shall endeavor to meet the following deadlines:

By End of Week 1: Evaluatees are notified. (This may be done during the second half of the preceding semester.)

By End of Week 2: Evaluatees indicate evaluation method and if an evaluator from outside the department is desired. Evaluatees also indicate intention to make arrangements for videotaping.

By End of Week 4: Names of evaluators are sent to the evaluatee and the names of evaluators not scheduled to do evaluations are sent to the appropriate administrator.

By End of Week 6: Evaluators are notified.

Weeks 6-10: Student evaluation is conducted.

By End of Week 10: Self evaluation is concluded. Documents are submitted.

By End of Week 11: Preliminary conferences are completed. First observations are completed.

By End of Week 14: Second observations are done, if needed.

By End of Week 16: Evaluation is concluded, signed by evaluatee, and turned in to administration.

B. Faculty Undergoing Management-Initiated Evaluation

1. Management or supervisors may visit any class or observe any academic activity for purposes of observation and review of academic activities. Such visits or observations are not part of the evaluation process or procedure except for the procedures of 9.B.1.1 through 9.B.2.1.4. When possible, such visits will begin simultaneously with the beginning of the class session.

1.1 If any such visit or observation produces unfavorable review, the manager or supervisor shall immediately prepare a detailed letter (Observer’s Findings) marked confidential, and submit it to the Chancellor requesting that an immediate Peer-Management evaluation be conducted in accordance with the provisions of 9.B.2. The provisions of Section C.4.2.2 shall not apply.

1.2 If the Chancellor determines that no evaluation is to occur, the Observer’s Findings and all copies shall be destroyed.

1.3 If the Chancellor determines an evaluation is to occur, he/she shall inform the faculty member according to the provision of 9.B.2, including a succinct statement of the areas of concern.

1.4 If the subsequent evaluation is satisfactory, the Chancellor’s letter triggering the evaluation will be sealed. The sealed letter shall be maintained in the District’s Employee Relations Office. A cross-reference to the sealed document shall be placed in the employee’s
personnel file. If the subsequent evaluation is unsatisfactory, the letter will remain in the file.

1.5 If, due to the circumstances of the case, the faculty member is not available for evaluation, or is incapable of having an evaluation conducted, the Observer’s Findings shall be processed in accordance with Article 11, Personnel Files.

2. Where deemed warranted, a Peer-Management evaluation shall be initiated by means of a letter to the faculty member from the Chancellor or designee. This letter shall be included in the personnel file in accordance with Sections 9.B.1.2 and 9.B.1.4.

2.1 Should the evaluation committee recommend unanimously that the employee be re-evaluated after being given assistance and suitable time for improvement, the following shall apply.

2.1.1 A letter from the committee shall be written to the faculty member detailing areas that need improvement and possible means to achieve this improvement. If the subsequent evaluation is satisfactory, this letter shall be sealed. The sealed letter shall be maintained in the District’s Employee Relations Office. A cross-reference to the sealed document shall be placed in the employee’s personnel file. If the subsequent evaluation is unsatisfactory, the letter shall be placed in the evaluatee’s personnel file.

2.1.2 The re-evaluation shall not occur sooner than ten weeks.

2.1.3 The subsequent evaluation shall follow the procedures in 9.C.4.3 except that the team may include the same administrator, but the faculty shall be different. The provisions of Section C.4.2.2 shall not apply.

2.1.4 Evaluatees may disqualify a Dean/Director/designee in writing without cause in the first evaluation under 9.B.2 but not in a subsequent evaluation.

C. Regular Full-time Tenured Faculty

1. Shall be evaluated at least once in every three academic years. Additional evaluation shall be allowed pursuant to 9.B., above.

2. Shall be notified no later than the end of the first week of the semester they are to be evaluated in, other than 9.B., above. Faculty may be notified during the second half of the preceding semester that they are to be evaluated during the following semester. Where such notice is not possible
because the faculty member is on leave or otherwise unavailable, notice will occur no later than the first week of the semester in which he/she is to be evaluated. This section does not apply to faculty undergoing management-initiated evaluation (Article 9.B).

3. Shall be provided one week to select and return the choice of a method of evaluation and, in the case of peer evaluation, whether the evaluate elects a two- or three-person team. The two-person team option is effective Spring semester 2003.

4. Shall have the option of being evaluated by either Self Evaluation with Peer Review, Peer Evaluation or Peer-Management Evaluation, consistent with the following provisions:

4.1 Self Evaluation with Peer Review (for regular full-time tenured faculty)

4.1.1 Self evaluation shall be completed on the appropriate forms. If departments elect to add questions, the questions must be approved by the Union and the District. The completed self evaluations shall be submitted to the appropriate Dean/Director/designee by the deadlines provided in the Evaluation Calendar. The completed self evaluations shall then be forwarded to the chairs of the evaluation committees.

4.1.2 The peer evaluators shall be selected in the manner provided in Section 4.2.

4.1.3 If an evaluatee fails to complete and submit a signed self evaluation when due, the Chancellor/designee may require a Peer-Management evaluation to be conducted. Such failure to complete and submit a self evaluation shall be documented and placed in the evaluatee’s personnel file.

4.1.4 If the peer evaluators determine the self evaluation and other materials are acceptable, the evaluatee shall be so notified, and the self evaluation shall be turned in to the appropriate administrator with indication of approval.

4.1.4.1 If the Peer evaluators identify problems in the self evaluation which might be remedied by revising the document, the evaluatee shall be notified as soon as possible and given two weeks to submit a revision. If the revision is acceptable, the evaluatee shall be so notified, and the self evaluation shall be turned in to the appropriate administrator with indication of approval.
4.1.5 After reviewing the self evaluation, student evaluations, if used, and supporting documents, if used, the evaluating team may recommend re-evaluation under Section 9.B.2 by turning in to the appropriate administrator the evaluation report with written rationale for recommending re-evaluation. The peer committee evaluators shall use an official form to notify the evaluatee of its recommendation to the Chancellor. The evaluatee must sign the form to indicate he/she has received notice of the committee’s decision and its written criticism of the self evaluation. This signed recognition does not imply acceptance of the recommendation of the committee. The evaluatee may submit written objections to the conclusion of the peers. If the Administration decides to proceed with re-evaluation, the evaluation must take place not later than the subsequent semester according to the provisions of 9.B.2.

4.1.6 Self evaluation may be elected by an evaluatee only one time within a six-year period.

4.1.7 The self evaluation, supporting documents, and reports of the evaluating committee shall be retained in the employee’s Personnel File in the manner that all evaluations are kept.

4.2 Peer Evaluation

4.2.1 Peer evaluation shall be coordinated through the appropriate administrator or designee. Full-time regular and second-, third-, and fourth-year contract faculty members shall be obligated, if needed, to serve as evaluators two times each year without compensation. If the services of full-time faculty members are not needed within a department, the names of these faculty members shall be sent to the appropriate administrator or designee. The administrator or designee may then assign these faculty members to do evaluations in departments where there are not sufficient evaluators or to do evaluations for those faculty who have requested an evaluator from outside the discipline or department. A department chair or supervisor may serve as a peer evaluator if there are not sufficient peer evaluators in the department and if the evaluatee gives written permission when he/she selects a method of evaluation. This does not preclude said department chair/supervisor from serving as a management designee in a subsequent evaluation of that faculty member or of any other faculty member.
4.2.2 The manager/designee shall select two or three peer evaluators, as appropriate. Wherever possible, teams shall represent the diversity of California and be sensitive to affirmative action concerns (Ed. Code §87663(d) and see also Article 4). Where possible, the evaluators shall be from the same or a related department as the evaluatee. The evaluatee may elect to have one of the evaluators be from another discipline or department. The evaluatee shall have the right, within three days of receipt of the notification, without stating cause, to make up to three (3) disqualifications, in writing, from those originally selected. The evaluators shall not be notified until the challenge period has passed. The manager/designee shall select a chair of the evaluating team. The chair of the evaluating team shall have the responsibility of facilitating the evaluation process and obtaining proper signatures, when necessary.

4.2.2.1 No faculty member may serve as an evaluator for a faculty member and also be evaluated by that same faculty member in the same semester. This provision may be waived by the appropriate Dean/Director.

4.2.2.2 Except as provided in this section (4.2.2.2), the two- (2) member evaluation team shall follow the same evaluation procedures as a three- (3) member team.

In the event that the two- (2) member evaluation team is unable to agree on the overall evaluation rating, the evaluators will endeavor to reach a consensus in consultation with the Dean responsible for faculty evaluation. In their attempt to reach consensus, the evaluators may, if time allows, conduct a second classroom or work site visitation(s). Thereafter, if the evaluators are unable to reach a consensus evaluation, the evaluation will be deemed incomplete. The evaluatee will undergo peer evaluation by a three-person team in the following semester, no member of which shall have served on the previous two- (2) member evaluation team.
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4.2.3 The evaluators shall conduct formal work site or classroom visitation(s) or, when staff, equipment and facilities are available, the evaluatee may arrange to have a class or other activity videotaped and to have the evaluators observe that videotape in lieu of the classroom/work site visitation(s).

4.2.4 The evaluatee shall be notified of the day and time for the formal evaluation visitation(s) at least one (1) week in advance.

4.2.5 Consistent with the Evaluation Calendar, Section 9.A.4, above, and at least one (1) week before the first classroom/work site evaluation visit or videotaping occurs, the evaluators shall confer individually or collectively with the evaluatee, and the evaluators shall also confer individually or collectively with the evaluatee within two (2) weeks after the classroom/work site evaluation or videotaping has occurred. The evaluators shall decide as a committee whether the conferences shall be with the entire committee or individually.

4.2.6 Within two (2) working days after the formal classroom or work site visitation(s), the evaluatee shall have the option of having the evaluators repeat the classroom or work site visitation(s).

4.2.7 If the evaluators anticipate writing an unfavorable or unsatisfactory evaluation report, the evaluators shall so inform the evaluatee at the post-evaluation conference. The evaluators shall repeat the classroom or work site visitation(s) within ten (10) working days after the post-evaluation conference. If, as a result of the second visitation(s), the evaluation cannot be completed within the Evaluation Calendar, Section 9.A.4, above, such time limits shall be waived.

4.2.8 Within two (2) working days after the videotaping of a class or other activity, the evaluatee shall have the option of requesting regular observation in lieu of having the videotape viewed by the evaluators. If, after viewing the videotape of the class or activity, the evaluators anticipate writing an unfavorable or unsatisfactory evaluation report, the evaluators shall so inform the evaluatee at the post-evaluation conference. Within ten (10) working days after the post-evaluation conference, the evaluators shall conduct formal classroom or work site visitations. If, as a result of the necessity for direct observation subsequent to an initial videotaping, the evaluation cannot be completed within the Evaluation Calendar, Section 9.A.4, above, such time limits shall be waived.
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4.2.9 The evaluatee, upon receiving the evaluation report form, shall sign or initial the report indicating he/she has received it. If the evaluatee refuses to sign the report, the chairperson of the evaluation committee shall so indicate and sign his/her own name.

4.2.10 The evaluatee may wish to file a response to the report, in which case the response must be filed within one week after receiving the report. Such response shall be attached to the report and placed in the evaluatee’s personnel file.

4.3 Peer Management Evaluation

4.3.1 Peer-Management Evaluation shall be the same as Peer Evaluation except that the evaluation team shall be composed of the two faculty members and one management employee or designee. The evaluatee shall have the right to make three disqualifications in the same manner as in Peer Evaluation, including the management evaluator except under Section 9.B.2, et seq.

5. Regular Full-time Tenured Non-Classroom Faculty

5.1 Evaluations shall be conducted generally in the same manner as those of instructional faculty, but shall also be based on observations, contact, and student questionnaires where appropriate.

5.2 Student questionnaires for non-classroom faculty members shall be appropriate to their position, and uniform within the department. Where utilized, they shall be in sufficient number to ensure a cross-section of opinion as determined by the evaluators.

5.3 Where student questionnaires are utilized, summaries of the results will be a part of the final report.

5.4 Failure to conduct, submit, or sign appropriate evaluation reports shall subject the evaluatee to the provisions stated for regular full-time tenured faculty above.

D. Probationary Faculty Undergoing Tenure Review

1. Tenure review shall be in accordance with this Article 9.D, Exhibit G, H, and J.

2. Early tenure shall be governed by the terms of EXHIBIT K.

3. Tenure Review Committees:

3.1 Tenure Review Committees shall evaluate contract employees and make recommendations to the Board of Trustees concerning tenure and/or retention in contract status.

3.2 The Tenure Review Committees shall ordinarily consist of four faculty members and the immediate supervisor of the contract employee. The immediate supervisor is the lowest level non-bargaining unit member who has supervision over the employee. A department of eight tenured faculty members or fewer may choose to use only two faculty members and the immediate supervisor of the contract employee, or it may choose to function as a committee-of-the-whole, provided that the committee-of-the-whole has at least three members, including the supervisor. All faculty members of the Tenure Review Committees must be tenured.

3.2.1 The immediate supervisor shall select the faculty members in consultation with the chairperson of the Hiring Committee which interviewed the contract employee. If the chairperson of the Hiring Committee is not available, the supervisor will consult with one or more members of the Hiring Committee. Service on the committee shall be voluntary. If the supervisor is unable to recruit the required number of faculty members from volunteers within the department, he/she shall endeavor to remedy the situation by seeking a committee member(s) from a related discipline. If the supervisor cannot find a faculty member(s) in a related discipline, he/she shall inform the Vice Chancellor/designee, who shall have the authority to select a volunteer(s), district-wide, to achieve the required number.

3.2.2 The supervisor shall endeavor to represent the diversity of California in his/her appointments. No Tenure Review committee shall consist of all men or all women or be all of the same ethnicity. If the immediate supervisor cannot achieve this balance from volunteers within the department, he/she shall endeavor to remedy the situation by seeking a committee member(s) from a related discipline. If the supervisor cannot find a faculty member(s) in a related discipline, he/she shall inform the Vice Chancellor/designee, who shall have the authority to select a volunteer(s), district-wide, to achieve the proper ethnic or gender balance.

3.2.3 The immediate supervisor shall supply the Vice Chancellor/designee, with the names of all members on Tenure Review committees.
3.2.4 If a new supervisor assumes authority, he/she shall take the supervisor's position on all Tenure Review Committees. Whenever a member of the Tenure Review Committee resigns, or retires, or takes a leave of absence of more than one year, the supervisor will appoint a replacement according to the original appointment procedures. Whenever a member of the Tenure Review Committee takes a leave for one year or less, the supervisor will appoint a replacement for the duration of the leave according to the original appointment procedures.

4. Tenure Review Committee Procedures

4.1 Each Tenure Review Committee will elect a faculty member as its chair. Ordinarily, a faculty member should chair no more than one Committee. If the supervisor is the only tenured member of a department, he/she shall have the option of being the chair of the committee.

4.2 All faculty members of the Tenure Review Committee shall make direct visitations of the contract employee. However, the supervisor shall not be obligated to make classroom visitations in the case of classroom instructors, though he/she is encouraged to do so.

4.3 Visitations shall be subject to these conditions:

4.3.1 The evaluatee shall be notified of the day and time for the formal evaluation visitation(s) at least one (1) week in advance. There must be a pre-conference and a post-conference between the committee member(s) and the evaluatee for each visitation. The times and dates of the conferences shall be noted on the working documents by the evaluator. (See 4.3.4 below.)

4.3.2 Within two working days after the formal classroom or working site visitation(s), the evaluatee may request that the committee member repeat the visitation.

4.3.3 Subject to the provisions of 4.3.1 (above), the committee member may make a second visitation at his/her discretion. For each committee member visitations should be limited to twice a semester.

4.3.4 Each time a committee member makes a visitation, he/she must complete the Peer-Management Evaluation Form for Contract Employees Under Tenure Review as a working document Exhibit J. These working documents shall be retained by the Committee chair until such time as the employee acquires tenure, at which time they shall be
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1 destroyed. The documents shall be made available to the
2 Board of Trustees under conditions described in Section 7.9
3 and to the employee and all relevant parties under conditions
4 described in Article 22.F.6.2.

5 4.3.5 The Tenure Review Committee will prepare a consensus
6 evaluation in each semester of evaluation. A complete
7 evaluation will be done in semesters 1, 3, 5, and 7 of the
8 probationary period, but student evaluation is not required in
9 each of these semesters. (See Section 6) The Tenure Review
10 Committee may elect to do evaluation in semesters 2, 4 or 6 of
11 the probationary period. If the Committee elects to do an
12 evaluation in semester 2, 4 or 6, the Tenure Review Committee
13 chairperson is required to inform the Dean of Instruction,
14 Curriculum, and Tenure Review in writing by the end of the 16th
15 week of the prior (fall) semester. For early tenure candidates
16 approved for consideration by the Chancellor, the Tenure
17 Review Committee is required to conduct an evaluation in
18 semester 2. This requirement applies in semester 4 as well for
19 early tenure candidates unless they received tenure at the
20 conclusion of their first year. The Tenure Review Committee
21 shall not conduct an eighth semester evaluation.

22 4.3.5.1 The elected chair of the Tenure Review
23 Committee will prepare a draft for a consensus
24 evaluation using the same form as the working
25 documents.

26 4.3.5.2 The Tenure Review Committee, or its majority,
27 will prepare a consensus statement to which
28 non-concurring members must attach dissenting
29 reports.

30 4.3.5.3 The consensus report should be based upon the
31 following:

32 4.3.5.3.1 Teaching effectiveness or
33 performance of duties (direct
34 visitation/working documents)

35 4.3.5.3.2 Tenure Portfolio (See
36 Departmental Guidelines)

37 4.3.5.3.3 Student Evaluation (See below)

38 4.3.5.3.4 Professional Activities (See
39 Departmental Guidelines)
4.3.5.4 The evaluatee shall have the opportunity to see and comment upon his/her evaluation.

4.3.5.4.1 The evaluatee, upon receiving the evaluation report form, shall sign or initial the report indicating he/she has received it. If the evaluatee refuses to sign the report, the chairperson of the evaluation committee shall so indicate and sign his/her own name.

4.3.5.4.2 The evaluatee may wish to file a response to the report, in which case the response must be filed within one week after receiving the report. Such response shall be attached to the report and placed in the evaluatee's personnel file.

4.3.6 After the first year, the Tenure Review Committee may decide that not all Committee members need to do direct visitations, but at least three of the Tenure Review Committee members must do visitations if there is to be an evaluation.

4.3.7 The Tenure Review Committee may waive time lines in order to meet the March 15 notification deadline in the spring semester.

4.3.8 For those employees whose full-time employment begins in the spring semester, the first semester of evaluation for purposes of tenure review will be the first Fall semester of employment. This does not preclude the evaluation team from conducting evaluations in the Spring semester subject to the provisions of Section 4.3, et seq.

5. Compensation for Tenure Review Committee Members and Mentors

5.1 In order to be compensated for participation in Tenure Review, each member of the Tenure Review Committee must attend an orientation for Tenure Review Committee members in his/her first year of service on a tenure review committee.

5.2 Each faculty member of the Tenure Review Committee who conducts direct visitations shall receive nine hours in instructionally-related pay
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per semester of evaluation for each contract employee under consideration. The Chair of the Tenure Review Committee will receive an additional 8 hours of instructionally-related pay. During semesters in which direct visitations are not made, there shall be no compensation.

5.3 If a department is acting as a committee-of-the-whole, the committee shall receive up to 44 hours of instructionally-related pay for each semester in which direct visitations are made, except that no committee member shall receive greater compensation than provided in 5.2 above.

5.4 Each mentor shall receive 18 hours of instructionally-related pay per semester. No mentor shall work with more than one contract employee. (See Guidelines.) No mentor shall evaluate an employee for whom he/she is a mentor.

6. Student Evaluation

6.1 Student evaluation shall be done in the same manner as for tenured faculty except that all classes of a contract employee must be surveyed when possible. At a minimum, student evaluations must be done in each of the first three years. The Tenure Review Committee may elect to conduct more student evaluations as needed. (See 4.3.5.)

7. The Recommendation/Decision Process

7.1 In the following paragraphs, “first semester” means the first fall semester of employment; “second semester” means the subsequent spring semester; “third semester” means the second fall semester of employment, and so on.

7.1.1 Where the first year contract employee has served as a full-time temporary academic employee (LTS), or a full-time grant/categorical employee for the complete academic year prior to his/her appointment as a contract employee, the previous year’s employment shall be deemed a year of contract employment in accord with Education Code §§ 87478 and 87470. For purposes of tenure review, the two semesters of temporary or grant/categorical full-time employment shall be deemed the “first semester” and “second semester” of employment.

7.2 At the end of the first semester (fall), the Tenure Review Committee may recommend that an employee’s contract not be renewed by a
unanimous vote. Otherwise, the committee shall recommend retention for a second contract of one year.

7.3 If the Committee elects* to conduct an evaluation during the second semester (spring), the Tenure Review Committee must do one of the following: (a) confirm a prior positive recommendation to retain for a second contract of one year per 9.D.7.2, or (b) assuming that the Chancellor has approved the faculty member as a candidate for early tenure consideration, recommend conferral of tenure effective the ensuing academic year by a vote which is unanimous or within one vote of being unanimous, or (c) reverse its prior recommendation not to renew per 9.D.7.2 and make a new recommendation to renew by affirmative vote of a majority of the committee, or (d) confirm a prior negative recommendation and again recommend that an employee’s contract not be renewed, by affirmative vote of a majority of the committee. Option (d) is available only when the Committee voted not to renew in the preceding (fall) semester.

*For early tenure candidates approved for consideration by the Chancellor, the Committee is required to conduct an evaluation in the second semester.

7.4 At the end of the third semester (fall), the Tenure Review Committee may recommend that an employee’s contract not be renewed by a vote which is unanimous or within one vote of being unanimous. Otherwise, the committee shall recommend retention for a third contract of two years.

7.5 If the Committee elects* to conduct an evaluation during the fourth semester (spring), the Tenure Review Committee must do one of the following: (a) confirm a prior positive recommendation to retain for a third contract of two years per 9.D.7.4, or (b) assuming that the Chancellor had approved the faculty member as a candidate for early tenure consideration, recommend conferral of tenure effective the ensuing academic year by a vote which is unanimous or within one vote of being unanimous, or (c) reverse its prior recommendation not to renew per 9.D.7.4 and make a new recommendation to renew by affirmative vote of a majority of the committee, or (d) confirm a prior negative recommendation and again recommend that an employee’s contract not be renewed, by affirmative vote of a majority of the committee. Option (d) is available only when the Committee voted not to renew in the preceding (fall) semester.
*For early tenure candidates approved for consideration by the Chancellor, the Committee is required to conduct an evaluation in the fourth semester unless the candidate has already been granted early tenure.

7.6 At the end of the seventh semester (fall), the Tenure Review Committee shall recommend for or against conferral of tenure effective the ensuing academic year by affirmative vote of a majority of the committee. The Committee shall not conduct an evaluation in the eighth semester.

7.7 A vote of abstention by a committee member shall be counted as a negative vote.

7.8 All recommendations of a Tenure Review Committee shall be made sufficiently in advance of the deadline for official notification to the employee of a Board of Trustees decision.

7.9 All recommendations of a Tenure Review Committee shall (a) proceed to the Chancellor, and to the Board of Trustees, (b) result in a decision by the Board of Trustees, and (c) be followed by written notice to the employee pursuant to Article 22.F.6.1. Should the Chancellor not concur in the Committee’s recommendation, the Board of Trustees shall review all relevant evaluation documentation, including available working documents. The Chairperson of the Tenure Review Committee, or another Committee member (who is a bargaining unit member) designated by the Chairperson, shall have an opportunity to defend the Committee’s recommendation before the Board in closed session.

7.10 The District and Union are committed to preserving the confidentiality and integrity of tenure review committee processes. The tenure review process requires professional judgment about the individual merits of peers, and involves significant personal commitment and sacrifice by committee members. Both parties pledge that they will refrain from any conduct which has the purpose or effect of seeking to influence committee members in the exercise of their professional judgment relative to the merits of the evaluatee.

8. Due Process & Tenure Review Grievances

8.1 A contract employee may disqualify in writing one member (total) of the Tenure Review Committee. This right may be exercised once only, and only at the end of the first or second year of evaluation.
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8.2 Grievances involving alleged violations of tenure review processes and decisions shall be handled and decided in accordance with Article 22.F only.

8.3 If, as a result of a tenure review grievance pursuant to Article 22.F, an arbitrator directs the District to reconsider a decision, the process shall be as follows:

8.3.1 The immediate supervisor will appoint a new Tenure Review Committee, including himself/herself and the chair of the previous committee. Other members would be new. Ethnic and gender non-uniformity would be maintained. The new Committee would have five members in all cases. The new Committee will elect its chair from among the faculty members on the Committee. The chair may or may not be the chair of the previous Committee. If tenure review has been done by a committee-of-the-whole, the new members of the Committee will be chosen from the related disciplines as described in D.3.2.2.

8.3.1.1 The employee will be allowed one (total) disqualification of any member of the Committee. A replacement will be selected by the remaining members of the Committee.

8.3.1.2 The employee will be invited to recast his/her Tenure Portfolio. The Committee will review all of the documents from the old Committee. If the employee is currently employed by the District, the Committee for reconsideration will carry out a one-semester evaluation including a complete visitation and student evaluation process. Compensation shall be in accordance with Section 5.

8.3.1.3 After reconsideration, the Tenure Review Committee shall make its recommendations by affirmative vote of a majority of the committee, following the procedures of 7.9. During reconsideration, a vote of abstention shall be counted as a negative vote.
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9. Tenure Service Requirement

9.1. Where a faculty member has actual service of at least 75 percent of a full-time load for the Academic Year less ten (10) days, that year shall count toward the acquisition of tenure.

9.2. Where a faculty member has actual service of less than 75 percent of a full-time load for the Academic Year less 10 days, the year may qualify as a year of service through substantial compliance with the 75 percent, provided that both of the two following circumstances are met:

9.2.1 The Tenure Review Committee (TRC) has been able to accomplish all desired observations and evaluations of the faculty member and recommends that the year qualify towards the acquisition of tenure; and

9.2.2 The District determines that the faculty member has demonstrated sufficient progress in his/her ability to perform the assigned duties and professional responsibilities of a tenured, full-time faculty member despite his/her absence from work.

E. Temporary Part-Time Evaluation

1. The evaluation of temporary part-time faculty shall follow the same procedures, use the same form and the same criteria as the evaluation of full-time faculty in the same department, except as follows:

1.1 A temporary part-time instructor shall have the option to request self-evaluation with peer review, only following two (2) satisfactory evaluations without a break in service, as defined in Article 20, Section C.2.1.3. Subsequent self-evaluation with peer review is an option only once every eighteen (18) semesters.

1.2 Criteria for evaluation which are inappropriate for temporary part-time faculty, such as extracurricular contributions or committee work, shall bear the notation on the evaluation form “This section does NOT pertain to temporary part-time faculty” and those criteria shall not be evaluated for any temporary part-time faculty.

1.3 Every temporary part-time faculty member must be evaluated within the first year of service. Thereafter, evaluation shall be at least once every six (6) regular semesters.

1.4 Evaluation shall be done by two peers instead of three.

1.5 The evaluatee shall have the right to make two disqualifications.
ARTICLE 9 EVALUATION

1.6 The following changes may be made in evaluation procedures for temporary part-time faculty not in their first year.

1.6.1 There shall be only one evaluator.

1.6.2 If the evaluation is not acceptable to the evaluatee, he/she will, upon written request, be re-evaluated. The first evaluation will be sealed. The sealed evaluation shall be maintained in the District’s Employee Relations Office. A cross-reference to the sealed document shall be placed in the employee’s personnel file. The second evaluator will not be shown the first evaluation, nor be informed of its results. The second evaluation will become the official evaluation. The evaluatee will be allowed one disqualification, in writing, without cause in each evaluation.

F. Categorical Employees

1. Consistent with Article 25, categorically-funded employees who have been employed for one (1) semester or more may be provided, upon request, evaluations in accordance with Section E, above, whenever possible within that semester or the ensuing two (2) semesters.

2. Consistent with Article 25, Categorical Full-time Temporary Employee evaluation may take place when desired and/or scheduled by management. Except as provided in Section 9.B, above, no more than one official evaluation may take place in any one year.

G. Full-time Temporary Faculty (Long-Term Substitute)

1. Consistent with Article 26, Full-time Temporary Employees (LTS) may be provided, upon request, a peer or peer-management evaluation as provided for regular employees except that the provisions of Section E shall apply.

2. Consistent with Article 26, Full-time Temporary Employees (LTS) evaluation may take place when desired and/or scheduled by management. Except as provided in Section 9.B, above, no more than one official evaluation may take place in any one year.
San Francisco Community College District

PEER OR PEER-MANAGEMENT EVALUATION

PROCEDURES FOR
EVALUATION OF ACADEMIC EMPLOYEES

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

Evaluatee (Please Print):_____________________________________________________

Department_________________________________________ Semester_____________

PREFACE TO EVALUATORS:

Notations in the boxes on the evaluation forms attached represent only a part of this evaluation. No evaluation will be complete unless you also provide thoughtful, complete written answers to the questions in the spaces provided. To answer some of the questions about professionalism and contributions, you may want to seek information in the pre-conference with the evaluatee.

You should certainly comment about areas that need improvement, and you should also recognize the strengths and the special qualities of the evaluatee in your prose responses to the questions.

Please take note of the calendar of evaluation and make sure your evaluation is concluded and signed by the evaluatee by the sixteenth week of the semester. Submit the signed completed forms promptly to the appropriate manager.
San Francisco Community College District

PEER OR PEER-MANAGEMENT EVALUATION FORM
FOR ACADEMIC EMPLOYEES

☐ PEER EVALUATION

☐ PEER-MANAGEMENT EVALUATION

Name __________________________ Assignment __________________________

☐ Instructor ☐ Counselor ☐ Librarian ☐ Other - Specify: _______________________

If full-time: ☐ Tenured ☐ Full-time Temporary (LTS)

If temporary, part-time, what semester? ____________

[Use additional sheet(s) if necessary.]

A. PROFESSIONAL QUALITIES (To be answered for ALL FACULTY.)

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<tr>
<td>a. Keeps current in discipline.</td>
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<td>b. Has a good rapport with colleagues.</td>
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<td>c. Accepts criticism.</td>
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<td>d. Submits required departmental reports/information, including census, and/or positive attendance and grade sheets on time.</td>
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<td>e. Maintains adequate and appropriate records.</td>
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<td>f. Observes health and safety regulations.</td>
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<td>g. Attends required meetings (FT Tenured/Contract, LTS only).</td>
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How do you evaluate the professionalism of this instructor? ______________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

<table>
<thead>
<tr>
<th>2. Professional Contributions (This section does NOT pertain to part-time faculty)</th>
<th>Satisfact. Or Better</th>
<th>Satisfact. but Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>a. Makes contributions to the discipline/department/district.</td>
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<td>b. Serves effectively on special assignments, committees, projects, research and development areas as needed by the discipline/department/district.</td>
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<td>c. Bears an appropriate share of faculty responsibilities.</td>
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</table>

How do you evaluate the professional contributions of this instructor? ______________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
### B. JOB PERFORMANCE - CLASSROOM INSTRUCTORS

- Classroom Observation
- Video Observation

<table>
<thead>
<tr>
<th>1. Course Content (To be answered for all CLASSROOM INSTRUCTORS.)</th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>a. The course content is up to date and appropriate.</td>
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<td>b. The course content is taught in an approach which is acceptable to the discipline/ department.</td>
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<td>c. The class segment visited and any materials furnished were pertinent to the course outline.</td>
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<td>d. The class was taught at an appropriate level.</td>
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<td>e. The pacing of the class is appropriate to the level and the material presented.</td>
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</tbody>
</table>

How do you evaluate the course content and the subject knowledge of the instructor? *(Write a consensus statement incorporating each of the above questions.)*

<table>
<thead>
<tr>
<th>2. Classroom Presentation (To be answered for ALL CLASSROOM INSTRUCTORS.)</th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establishes a student-instructor relationship conducive to learning.</td>
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<tr>
<td>b. Communicates ideas clearly, concisely, and effectively.</td>
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<td>c. Demonstrates sensitivity to the learning difficulties of the student.</td>
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<td>d. Stimulates students' interest in the field and their desire to learn.</td>
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<td>e. Tests students' progress in valid and appropriate ways.</td>
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<td>f. Uses class time efficiently.</td>
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<td>g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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</table>

How do you evaluate the classroom presentation of the instructor?_________________________________________

__________________________________________________________________

__________________________________________________________________

[When this section has been completed, continue with Section D - Overall Rating.]
### C. NON-CLASSROOM FACULTY

#### 1. This section to be answered only for LIBRARIANS.

<table>
<thead>
<tr>
<th></th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>a</td>
<td>Promotes students' access to and use of library.</td>
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<tr>
<td>b</td>
<td>Communicates well with faculty.</td>
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<td>c</td>
<td>Contributes to building, organizing, and maintaining library collection.</td>
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<td>d</td>
<td>Provides students with materials that are appropriate to needs, able to refer students appropriately when necessary.</td>
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<td>e</td>
<td>Strives to maintain an environment conducive to study, research, reading, and learning.</td>
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<td>f</td>
<td>Arranges inter-library loan for material not present in library collection.</td>
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<td>g</td>
<td>Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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</table>

#### 2. This section to be answered only for COUNSELORS.

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<tr>
<th></th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>a</td>
<td>Provides opportunities for cunselees to express concerns, listens well, is accessible to students.</td>
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<td>b</td>
<td>Helps students define problems, able to support cunselees in seeking solutions to their problems.</td>
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<td>c</td>
<td>Researches questions brought by cunselees or directs cunselees to appropriate sources of information/assistance when advisable.</td>
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<td>d</td>
<td>Keeps current with District classes, programs and resources for students.</td>
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<td>e</td>
<td>Demonstrates knowledge of District policies and procedures affecting students.</td>
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<td>f</td>
<td>Communicates well with faculty.</td>
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<td>g</td>
<td>Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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</table>
3. **This section to be answered only for RESOURCE INSTRUCTORS.**

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<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
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<tr>
<td>a. Responds to instructors' resource needs.</td>
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<td>b. Develops instructional resources.</td>
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<tr>
<td>c. Demonstrates sensitivity in working with faculty/ students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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How do you evaluate the performance of this instructor in relation to the sections used above?  

*Section(s) used from above: ____________________________*

---

4. **Additional Criteria for Non-classroom Faculty May be Determined by Discipline/Department.**  
* (See Department Head/Dean/Director.) *(Must have approval of District and Union.)*

D. **OVERALL RATING - CLASSROOM AND NON-CLASSROOM FACULTY**

1. **Strengths/Outstanding Performance Areas:**

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. **Plans for Improvement:**

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. **Summary:** How do you rate overall performance of this faculty member?

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SIGNATURE PAGE

EVALUATEE (Please Print): ____________________________________________

Department ____________________________  Semester _________________

OVERALL EVALUATION:  □ This is a satisfactory evaluation.

□ This is an unsatisfactory evaluation.
   We recommend further evaluation under Article 9.B.2.

Define below the areas that need improvement, attach this sheet to the evaluation, and forward to the appropriate dean/director.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

EVALUATION TEAM

Please Print Names:  Signatures:

1. ____________________________  1. ____________________________

2. ____________________________  2. ____________________________

3. ____________________________  3. ____________________________

Date: __________________________

Evaluatee Comments, if any: _____________________________________________

________________________________________________________________________

Signature of Evaluatee ____________________________  Date: ________________
(The signature of the evaluatee shall not necessarily indicate agreement with the opinions expressed but only that she/he has had an opportunity to read this report.)

□ I do not concur with this evaluation.

Check one: □ I have attached a rebuttal.

□ I will forward a rebuttal within one week.

Signature of Evaluatee ____________________________  Date: ________________
EVALUATION FORMS

EXHIBIT D

San Francisco Community College District

SELF EVALUATION FORM

FOR REGULAR TENURED FULL-TIME FACULTY AND
TEMPORARY, PART-TIME FACULTY UNDER SPECIFIED CONDITIONS
(See Article 9, Section E.1.1)

Name______________________________ Assignment ________________________

☐ Instructor  ☐ Counselor  ☐ Librarian  ☐ Other - Specify: __________________

☐ Regular Tenured Full-Time  ☐ Temporary, Part-Time

Please answer these questions as fully as you can, using the subtopics as guidelines. Attach your answers to this cover sheet and number them accordingly.

A. PROFESSIONAL QUALITIES

1. HOW DO YOU EVALUATE YOUR PROFESSIONALISM?
   a. Keeps current in discipline.
   b. Has a good rapport with colleagues.
   c. Accepts criticism.
   d. Submits required departmental reports/information, including census, positive attendance and/or grade sheets on time.
   e. Maintains adequate and appropriate records.
   f. Observes health and safety regulations.
   g. Attends required meetings.

2. HOW DO YOU EVALUATE YOUR PROFESSIONAL CONTRIBUTIONS? (This section does not pertain to temporary, part-time faculty.)
   a. Makes contributions to the field/department/district.
   b. Serves effectively on special assignments, committees, projects, research and development areas as needed by department/district.
   c. Bears an appropriate share of the faculty responsibilities.

B. JOB PERFORMANCE (To be answered by ALL CLASSROOM FACULTY)

1. HOW DO YOU EVALUATE YOUR COURSE CONTENT AND SUBJECT KNOWLEDGE?
   a. The course content is up to date and appropriate.
   b. The course content is taught in an approach which is acceptable to the department.
   c. Materials used are pertinent to the course outline.
   d. The class is taught at an appropriate level.
   e. The pacing of the class is appropriate to the level and the material presented.

2. HOW DO YOU EVALUATE YOUR CLASSROOM PRESENTATION?
   a. Establishes a student-instructor relationship conducive to learning.
   b. Communicates ideas clearly, concisely, and effectively.
   c. Demonstrates sensitivity to the learning difficulties of the student.
   d. Stimulates students’ interest in the field and their desire to learn.
   e. Tests student progress in valid and appropriate ways.
   f. Uses class time efficiently.
   g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.

[When this section has been completed, continue with Section D.]
C. JOB PERFORMANCE - NON-CLASSROOM FACULTY

HOW DO YOU EVALUATE YOUR PERFORMANCE IN RELATION TO THE FOLLOWING CATEGORIES THAT APPLY TO YOU?

1. This section to be answered only by LIBRARIANS.
   a. Promotes student access to and use of library.
   b. Communicates well with entire academic community.
   c. Contributes to building, organizing, and maintaining library collection.
   d. Provides students with materials that are appropriate to needs, able to refer students appropriately when necessary.
   e. Strives to maintain an environment conducive to study, research, reading and learning.
   f. Arranges inter-library loan for material not present in library collection.
   g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.

2. This section to be answered only by COUNSELORS.
   a. Provides opportunities for counselees to express concerns, listens well, is accessible to students.
   b. Helps students define problems, able to support counselees in seeking solutions to problems.
   c. Researches questions brought by counselees or directs counselees to appropriate sources of information/assistance when advisable.
   d. Keeps current with District classes, programs and resources for students.
   e. Demonstrates knowledge of District policies and procedures affecting students.
   f. Communicates well with faculty.
   g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.

3. This section to be answered only by RESOURCE INSTRUCTORS.
   a. Responds to instructors’ resource needs.
   b. Develops instructional resources.
   c. Demonstrates sensitivity in working with faculty/students of diverse racial and ethnic backgrounds and sexual orientations.

4. Additional Evaluation Criteria for Non-classroom Faculty May be Determined by Discipline/Department. (See Department Head/Dean/Director.) (Must have approval of District and Union.)

D. OVERALL RATING - CLASSROOM AND NON-CLASSROOM FACULTY

HOW DO YOU RATE YOUR OVERALL PERFORMANCE?

1. Strengths/Outstanding Performance Areas
2. Plans for Improvement for Next Three Years
**SELF EVALUATION FORM FOR CERTAIN ACADEMIC EMPLOYEES**

**SIGNATURE PAGE**

EVALUATEE (Please Print): ____________________________________________________

Department _____________________________________________________________ Semester __________________________

---

**OVERALL EVALUATION:** □ This is a satisfactory evaluation.

*If this evaluation needs revision or is unsatisfactory, go to Page 4.*

**PEER EVALUATORS**

<table>
<thead>
<tr>
<th>Please Print Names</th>
<th>Signatures</th>
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<tbody>
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</tbody>
</table>

Date: __________________

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Evaluatee Comments, if any: ____________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signature of Evaluatee __________________________________ Date: ________________

(The signature of the evaluatee shall not necessarily indicate agreement with the opinions expressed but only that she/he has had an opportunity to read this report.)

□ I do not concur with this evaluation.

Check one: □ I have attached a rebuttal.

□ I will forward a rebuttal within one week.

Signature of Evaluatee __________________________________ Date: ________________

---

SELF EVALUATION FORM FOR CERTAIN ACADEMIC EMPLOYEES

SELF EVALUATION RECOMMENDATIONS

EVALUATEE (Please Print):______________________________________________

Department ________________________ Semester ________________________

☐ Recommend Revision of the Self Evaluation

Date Revision Due: ______________

Details of Required Revision: _______________________________________

____________________________________________________________________

____________________________________________________________________

☐ Revision Acceptable.  (If acceptable, destroy this form, indicate “Satisfactory” on the Signature Page, and forward evaluation to the appropriate dean/director.)

☐ Recommend further evaluation under Article 9.B.2.  (If further evaluation is recommended, define below the areas that need improvement, attach this sheet to the evaluation, and forward to the appropriate dean/director.)  (Refer to Article 9.C.4.1.5.)

____________________________________________________________________

____________________________________________________________________

PEER EVALUATORS

Please Print Names: ___________________________ ___________________________

Signatures: ___________________________ ___________________________

1. ____________________________________ 1. ___________________________

2. ____________________________________ 2. ___________________________

3. ____________________________________ 3. ___________________________

Date: ______________

Evaluatee Comments, if any: _________________________________________

____________________________________________________________________

Signature of Evaluatee ___________________________ Date: ______________

(The signature of the evaluatee shall not necessarily indicate agreement with the opinions expressed but only that she/he has had an opportunity to read this report.)

☐ I do not concur with this evaluation.

Check one:  ☐ I have attached a rebuttal.

☐ I will forward a rebuttal within one week.

Signature of Evaluatee ___________________________ Date: ______________
# Tenure Review

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<th>Tenure Review Calendar</th>
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<td>• Fall Tenure Review Committees</td>
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<td>• Student Evaluation Statistics</td>
</tr>
</tbody>
</table>
# Important Dates in Tenure Review

**FALL 2006**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>COMPLETED BY</th>
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<tbody>
<tr>
<td>1. <strong>Department Chair</strong> reviews list of tenure committee members and mentors, makes the necessary changes and informs Brian Ellison, Office of Instruction, C308.</td>
<td>August 25</td>
</tr>
<tr>
<td>2. <strong>Mentor</strong> sets up weekly meetings with the evaluatee and reviews forms and student questionnaires with him/her. (Refer to Exhibit G of Contract Bargaining Agreement.)</td>
<td>August 25</td>
</tr>
<tr>
<td>3. <strong>Office of Instruction</strong> provides committee chairs with working and final evaluation forms and student questionnaires.</td>
<td>September 1</td>
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<tr>
<td>4. <strong>Committees</strong> meet to plan and discuss the semester's evaluation activities.</td>
<td>Week of September 11</td>
</tr>
<tr>
<td>5. <strong>Committee members</strong> conduct first classroom or workplace visitation with pre-visit and post-visit conferences.</td>
<td>October 2 to October 27</td>
</tr>
<tr>
<td>6. <strong>Committee</strong> administers student questionnaires and submits to Brian Ellison, Office of Instruction, C308.</td>
<td>October 2 to October 27</td>
</tr>
<tr>
<td>7. <strong>Committee</strong> members conduct second classroom or workplace visitation (with associated conferences), if necessary. (Refer to Article 9.4.3.2-4.3.4)</td>
<td>October 30 to November 17</td>
</tr>
<tr>
<td>8. <strong>Evaluatees</strong> submits portfolio to committee for review.</td>
<td>November 20</td>
</tr>
<tr>
<td>9. <strong>Committee</strong> obtains evaluatee’s signature and submits the consensus report with the student data summary (if applicable) to Brian Ellison, Office of Instruction, C308.</td>
<td>December 1</td>
</tr>
</tbody>
</table>
DEPARTMENTAL GUIDELINES FOR TENURE EVALUATION

It is the intent of AB 1725 that tenure should be granted to new faculty members only after an evaluation process which is more rigorous, of longer duration, and more representative of the state's diversity than has previously been the case at California community colleges. The bill provides that each district shall develop its own evaluation procedures through collective bargaining between the Community College District and the faculty's representative. The procedures now in effect for the San Francisco Community College District have been prepared by AFT Local 2121 in consultation with the Academic Senate and negotiated with the District as part of the current Agreement. These procedures are in many ways distinct from those used for the evaluation of tenured faculty. Faculty evaluators and new faculty members should be thoroughly familiar with them.

The most obvious change from past procedure is the lengthened period of evaluation leading to the granting or denial of tenure. While in exceptional cases tenure may be awarded after two years, or even one year, of service, it is anticipated that the decision to grant tenure will normally NOT be made until the fourth year of employment. A decision of such importance must be based on thorough and well-documented evaluation of the new employee over an extended period of time.

The faculty bears the primary responsibility for this evaluation of new faculty members through the peer review process. "The peer review process shall be on a departmental or divisional basis, and shall address the forthcoming demographics of California, and the principles of affirmative action. The process shall require that the peers reviewing are both representative of the diversity of California and sensitive to affirmative action concerns, all without compromising quality and excellence in teaching." (Education Code §87663(d)) Many tenured faculty members will be called upon to participate in this process. In recognition of the seriousness of the responsibility and the demands it will make on their time, funds have been made available for supplemental pay.

These guidelines are intended to familiarize the departments with: (I.) the general responsibilities of those who will be participating in tenure review evaluations; (II.) the several components of evaluation; and (III.) the new role of departmental mentor. They do NOT give a thorough description of the evaluation process and MUST be read in conjunction with Article 9.D of the Agreement concerning tenure review.

I. RESPONSIBILITIES OF EVALUATORS

The heart of the peer review process is the departmental tenure review committee. Its members are appointed by the department's immediate supervisor in consultation with the hiring committee which interviewed the employee being evaluated.
A. It is the responsibility of every member of a tenure review committee to:

1. Familiarize himself/herself with the new evaluation procedures contained in the Agreement;

2. Attend the evaluation orientation and workshop which will be conducted annually;

3. Schedule, conduct, and document frequent evaluations of new faculty in accordance with the Agreement;

4. Attend all scheduled meetings of the Tenure Review Committee on which he/she serves.

B. A tenure review committee shall elect, from its faculty members, a chairperson for EACH new faculty member being evaluated. Ordinarily, no committee member should serve as the chair for more than one new employee's evaluation team. It shall be the responsibility of a committee chair to:

1. Meet all requirements of Paragraph A above.

2. Schedule and chair meetings of the Tenure Review Committee.

3. Supervise the process of evaluation to assure its timeliness and accordance with the provisions of the Agreement.

4. Advise the immediate supervisor or department chair of the inability of any member of the tenure review committee to continue in that capacity so that a temporary or permanent replacement can be appointed.

5. Write draft consensus reports from the various evaluation components to serve as a basis for the committee's final recommendations.

6. Maintain a file of all working evaluation documents until a final decision regarding tenure has been reached by the Board of Trustees and the period for legal challenge to such a decision has passed.

II. COMPONENTS OF EVALUATION

A tenure review committee shall consider three elements of the evaluation process in making its recommendations to the Chancellor and Board of Trustees regarding renewal/non-renewal of contracts or the granting of tenure.

A. Direct observation

A regular schedule of direct observations is mandated by the Agreement and is the responsibility of the tenure review committee. A modified version of the standard peer evaluation document will be completed after each observation. Tenure review committee members will seek to document such qualities as:
1. Professionalism
2. Knowledge of subject matter
3. Teaching effectiveness
4. Fulfillment of college and departmental requirements
5. Good collegial relationships
6. Communication skills
7. Organizational skills
8. Sensitivity to students' needs
9. Creativity and innovation

B. Tenure Portfolio for Classroom Faculty

Each new faculty member is required to maintain a tenure portfolio which shall be made available to the employee's tenure review committee. The portfolio shall be assembled during the first semester of employment and up-dated each semester thereafter. The contents will be determined by the nature of the employee's department. For instructional departments the portfolio shall contain:

1. An annual self-evaluation
2. Course syllabuses
3. A short summary listing the courses taught with enrollments and distribution of grades. (A department may choose to include grade distributions in all tenure review portfolios or in no tenure review portfolios.)
4. Other classroom related material deemed appropriate by the department or the instructor such as evidence of creativity and innovation in teaching, examples of the adaptation of course content to reflect new developments in the discipline, students' term papers, lab. reports, assignments, exams, etc.
5. Other material which the employee might wish to include as a measure of his/her professional growth, achievement, or participation in non-classroom activities. Examples might include:
   a. Service on departmental and/or college committees
   b. Attendance at workshops, in-service training sessions, and other activities designed to enhance teaching effectiveness
   c. Attendance at professional conferences or involvement in other professional activities
   d. Community service relating to college or professional responsibilities
   e. Publications, honors, awards, etc.
   f. Other material relevant to the criteria for Early Tenure consideration (Exhibit K).
C. **Tenure Portfolio for Non-classroom Faculty**

1. Specific areas you may want to address in your portfolio:
   
a. Describe those accomplishments you feel had a significant impact on your area of responsibility. Include supporting material (e.g. reports, projects, policies, etc.) that highlights these accomplishments.
   
b. In reference to your position, describe those activities, projects and ideas you intend to pursue in the near future. Include a description of the anticipated impact of these activities, projects, and ideas.
   
c. Indicate the strengths you bring to the position. Also indicate the skills you wish to develop and how you intend to develop these skills.
   
d. Other areas you may want to address:
      - Service on departmental and/or college committees
      - Attendance at workshops, in-service training sessions, conferences, and other professional activities.
      - Community service relating to college or professional responsibilities
      - Publications, honors, and awards

D. **Tips for Constructing Portfolio:**

1. When constructing your portfolio be sure to stay organized and focused. It’s important to remember that your tenure review committee, senior administrators, and the Board of Trustees will review your portfolio.

2. The portfolio should provide the reader with a clear idea of who you are as a professional faculty member at CCSF. As such, the portfolio is an opportunity for you to delineate your accomplishments, showcase your talents/skills, and provide a sense of what you intend to accomplish at CCSF in the future.

3. The portfolio should be thought of as a “work in progress.” That is, its contents should be constantly under review with revisions occurring as needed.

4. Mentors may assist in the construction of the portfolio.

5. All portfolio material should fit in one (1) binder. Quantity is not a substitute for quality.
E. Student Evaluation

1. Student evaluations must be conducted in all of a non-tenured instructor's classes when possible.

2. At a minimum these evaluations will be conducted once in each of the first three years of employment.

III. DEPARTMENTAL MENTORS

Each new faculty member who is required to have a mentor shall be assigned a mentor during the first year of probationary employment to enable him/her to learn through a direct, sustained association with an experienced, accomplished colleague. New contract faculty who have served as San Francisco Community College District hourly faculty in the two years prior to their being hired as contract faculty may choose to forego having a mentor. At the end of the first year, if the probationary faculty member receives an evaluation that is not satisfactory or if that faculty member feels the need for further assistance from a mentor, he/she may elect to have a mentor assigned for an additional semester or year.

Full-time, tenured faculty members who wish to serve as mentors shall notify their department chairpersons, who shall select the mentors. No faculty member may concurrently serve as the mentor for more than one probationary instructor. Mentors may not serve on the tenure review committee of the employee for whom they are serving as mentor; nor may a mentor's opinion be solicited by the committee in any matter relating to that employee. Mentors shall be compensated in accordance with the terms of the Agreement.

The duties of the Mentor shall include:

1. Attending an annual workshop for faculty mentors;

2. Observing classes taught by the probationary faculty member;

3. Recommending workshops, courses to attend, classes to observe, in-service training sessions, or any other materials, activities or programs the mentor believes would be beneficial. While participation in such developmental opportunities does not in itself guarantee tenure, it is considered evidence of dedication to professional growth and should be documented in the new employee's tenure portfolio.

4. Introducing the new faculty member to his colleagues, directing him/her to campus facilities, assisting with the complexity of roll sheets, grades, and other paperwork, helping with student problems, providing assistance in the preparation of the tenure portfolio, and generally being available when advice or a sympathetic ear is needed.
SELF EVALUATION GUIDELINES
FOR CONTRACT EMPLOYEE’S TENURE REVIEW PORTFOLIO

Name __________________________________ Assignment _______________________

☐ Instructor ☐ Counselor ☐ Librarian ☐ Other - Specify: _____________

Please answer these questions as fully as you can, using the subtopics as guidelines. Attach your answers to this cover sheet and number them accordingly.

A. PROFESSIONAL QUALITIES

1. HOW DO YOU EVALUATE YOUR PROFESSIONALISM?
   a. Keeps current in discipline.
   b. Has a good rapport with colleagues.
   c. Accepts criticism.
   d. Submits required departmental reports/information, including census, positive attendance and/or grade sheets on time.
   e. Maintains adequate and appropriate records.
   f. Observes health and safety regulations.
   g. Attends required meetings.

2. HOW DO YOU EVALUATE YOUR PROFESSIONAL CONTRIBUTIONS?
   a. Makes contributions to the field/department/district.
   b. Serves effectively on special assignments, committees, projects, research and development areas as needed by department/district.
   c. Bears an appropriate share of the faculty responsibilities.

B. JOB PERFORMANCE (To be answered by ALL CLASSROOM FACULTY)

1. HOW DO YOU EVALUATE YOUR COURSE CONTENT AND SUBJECT KNOWLEDGE?
   a. The course content is up to date and appropriate.
   b. The course content is taught in an approach which is acceptable to the department.
   c. Materials used are pertinent to the course outline.
   d. The class is taught at an appropriate level.
   e. The pacing of the class is appropriate to the level and the material presented.

2. HOW DO YOU EVALUATE YOUR CLASSROOM PRESENTATION?
   a. Establishes a student-instructor relationship conducive to learning.
   b. Communicates ideas clearly, concisely, and effectively.
   c. Demonstrates sensitivity to the learning difficulties of the student.
   d. Stimulates students’ interest in the field and their desire to learn.
   e. Tests student progress in valid and appropriate ways.
   f. Uses class time efficiently.
   g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.

[When this section has been completed, continue with Section D.]
Complete the applicable section(s).

C. JOB PERFORMANCE - NON-CLASSROOM FACULTY

HOW DO YOU EVALUATE YOUR PERFORMANCE IN RELATION TO THE FOLLOWING CATEGORIES THAT APPLY TO YOU?

1. This section to be answered only by LIBRARIANS.
   a. Promotes student access to and use of library.
   b. Communicates well with entire academic community.
   c. Contributes to building, organizing, and maintaining library collection.
   d. Provides students with materials that are appropriate to needs, able to refer students appropriately when necessary.
   e. Strives to maintain an environment conducive to study, research, reading and learning.
   f. Arranges inter-library loan for material not present in library collection.
   g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.

2. This section to be answered only by COUNSELORS.
   a. Provides opportunities for counselees to express concerns, listens well, is accessible to students.
   b. Helps students define problems, able to support counselees in seeking solutions to problems.
   c. Researches questions brought by counselees or directs counselees to appropriate sources of information/assistance when advisable.
   d. Keeps current with District classes, programs and resources for students.
   e. Demonstrates knowledge of District policies and procedures affecting students.
   f. Communicates well with faculty.
   g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.

3. This section to be answered only by RESOURCE INSTRUCTORS.
   a. Responds to instructors’ resource needs.
   b. Develops instructional resources.
   c. Demonstrates sensitivity in working with faculty/students of diverse racial and ethnic backgrounds and sexual orientations.

4. Additional Evaluation Criteria for Non-classroom Faculty May be Determined by Discipline/Department. (See Department Head/Dean/Director.) (Must have approval of District and Union.)

D. OVERALL RATING - CLASSROOM AND NON-CLASSROOM FACULTY

HOW DO YOU RATE YOUR OVERALL PERFORMANCE?

1. Strengths/Outstanding Performance Areas
2. Plans for Improvement for Next Three Years
PEER-MANAGEMENT EVALUATION FORM
FOR CONTRACT EMPLOYEES UNDER TENURE REVIEW

Name __________________________ Assignment __________________________
☐ Instructor ☐ Counselor ☐ Librarian ☐ Other - Specify: __________
☐ Contract, 1st Year ☐ Contract, 2nd Year ☐ Contract, 3rd Year ☐ Contract, 4th Year

[Use additional sheet(s) if necessary.]

A. PROFESSIONAL QUALITIES (To be answered for ALL FACULTY.)

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<tr>
<td>a. Keeps current in discipline.</td>
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<tr>
<td>b. Has a good rapport with colleagues.</td>
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<td>c. Accepts criticism.</td>
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<tr>
<td>d. Submits required departmental reports/ information, including census, and/or positive attendance and grade sheets on time.</td>
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<td>e. Maintains adequate and appropriate records.</td>
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<td>f. Observes health and safety regulations.</td>
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<td>g. Attends required meetings.</td>
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How do you evaluate the professionalism of this instructor?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Professional Contributions

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<tr>
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<tbody>
<tr>
<td>a. Makes contributions to the discipline/department/district.</td>
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<tr>
<td>b. Serves effectively on special assignments, committees, projects, research and development areas as needed by the discipline/department/district.</td>
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<tr>
<td>c. Bears an appropriate share of faculty responsibilities.</td>
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</table>

How do you evaluate the professional contributions of this instructor?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. JOB PERFORMANCE - CLASSROOM INSTRUCTORS

☐ Classroom Observation  ☐ Video Observation

<table>
<thead>
<tr>
<th>1. Course Content <em>(To be answered for all classroom instructors.)</em></th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The course content is up to date and appropriate.</td>
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<tr>
<td>b. The course content is taught in an approach which is acceptable to the discipline/department.</td>
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<tr>
<td>c. The class segment visited and any materials furnished were pertinent to the course outline.</td>
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<tr>
<td>d. The class was taught at an appropriate level.</td>
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<tr>
<td>e. The pacing of the class is appropriate to the level and the material presented.</td>
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</tbody>
</table>

How do you evaluate the course content and the subject knowledge of the instructor? *(Write a consensus statement incorporating each of the above questions.)*

<table>
<thead>
<tr>
<th>2. Classroom Presentation <em>(To be answered for all classroom instructors.)</em></th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establishes a student-instructor relationship conducive to learning.</td>
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<tr>
<td>b. Communicates ideas clearly, concisely, and effectively.</td>
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<tr>
<td>c. Demonstrates sensitivity to the learning difficulties of the student.</td>
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<tr>
<td>d. Stimulates students' interest in the field and their desire to learn.</td>
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<tr>
<td>e. Tests students' progress in valid and appropriate ways.</td>
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<tr>
<td>f. Uses class time efficiently.</td>
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<tr>
<td>g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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</table>

How do you evaluate the classroom presentation of the instructor?

[When this section has been completed, continue with Section D.]
C. NON-CLASSROOM FACULTY

1. **This section to be answered only for LIBRARIANS**.

<table>
<thead>
<tr>
<th></th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>a. Promotes students' access to and use of library.</td>
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<tr>
<td>b. Communicates well with faculty.</td>
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<td>c. Contributes to building, organizing, and maintaining library collection.</td>
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<tr>
<td>d. Provides students with materials that are appropriate to needs, able to refer students appropriately when necessary.</td>
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<tr>
<td>e. Strives to maintain an environment conducive to study, research, reading, and learning.</td>
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<td>f. Arranges inter-library loan for material not present in library collection.</td>
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<td>g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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2. **This section to be answered only for COUNSELORS**.

<table>
<thead>
<tr>
<th></th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>a. Provides opportunities for cウンselees to express concerns, listens well, is accessible to students.</td>
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<td>b. Helps students define problems, able to support cウンselees in seeking solutions to their problems.</td>
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<td>c. Researches questions brought by cウンselees or directs cウンselees to appropriate sources of information/assistance when advisable.</td>
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<td>d. Keeps current with District classes, programs and resources for students.</td>
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<td>e. Demonstrates knowledge of District policies and procedures affecting students.</td>
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<tr>
<td>f. Communicates well with faculty.</td>
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<tr>
<td>g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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</table>
3. **This section to be answered only for RESOURCE INSTRUCTORS.**

<table>
<thead>
<tr>
<th></th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Responds to instructors' resource needs.</td>
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<tr>
<td>b. Develops instructional resources.</td>
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<tr>
<td>c. Demonstrates sensitivity in working with faculty/students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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</tbody>
</table>

How do you evaluate the performance of this instructor in relation to the sections used above?  
[Section(s) used from above: __________________________ ]

4. **Additional Criteria for Non-classroom Faculty May be Determined by Discipline/Department.** (See Department Head/Dean/Director.) (Must have approval of District and Union.)

D. **IMPROVEMENT SINCE LAST EVALUATION**

<table>
<thead>
<tr>
<th></th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>This section to be answered for ALL FACULTY.</strong></td>
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<tr>
<td>a. Seeks to improve in those areas where deficiencies were noted in previous evaluations.</td>
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<tr>
<td>b. Maintains and updates tenure review portfolio.</td>
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<tr>
<td>c. Endeavors to be well-informed of departmental and college goals, needs, regulations, etc.</td>
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</table>

How do you evaluate this employee's progress since the last evaluation?  
(Please give detailed comments on a., b., and c. above: __________________________ )
E. OVERALL RATING - CLASSROOM AND NON-CLASSROOM FACULTY

1. Strengths/Outstanding Performance Areas:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Plans for Improvement:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Summary: How do you rate overall performance of this faculty member?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

To be completed when this form is used as the working document for a visitation:

PRE-CONFERENCE: _______ DATE _______ TIME _______

VISITATION: _______ DATE _______ TIME _______

POST-CONFERENCE: _______ DATE _______ TIME _______
PEER-MANAGEMENT EVALUATION FORM FOR CONTRACT EMPLOYEES UNDER TENURE REVIEW

SIGNATURE PAGE

EVALUATEE (Please Print):

Department_________________________________________________________ Semester____________________

TENURE REVIEW COMMITTEE RECOMMENDATION TO BOARD OF TRUSTEES

(To be completed when appropriate. See Article 9, Section D.7, of Agreement.)

☐ Contract for contract employee under tenure review should not be renewed. (This recommendation may be made only at the end of the first or third semester of employment or at the end of the second or fourth semester of employment, provided the Committee (1) elected to conduct an evaluation during the second or fourth semester of employment and (2) made a negative recommendation at the end of the first or third semester of employment.)*

☐ Contract for contract employee under tenure review should be renewed for a period of one year effective the fall semester of the next academic year. (This recommendation may be made only at the end of the first semester of employment or at the end of the second semester of employment, provided the Committee elected to conduct an evaluation during the second semester of employment.)*

☐ Contract for contract employee under tenure review should be renewed for a period of two years effective the fall semester of the next academic year. (This recommendation may be made only at the end of the third semester of employment or at the end of the fourth semester of employment, provided the Committee (1) elected to conduct an evaluation during the fourth semester of employment and (2) made a negative recommendation at the end of the third semester of employment.)*

☐ Tenure should be granted effective the fall semester of the next academic year. (In exceptional circumstances this recommendation may be made during the second or fourth semesters of employment, provided the Committee elected to conduct an evaluation during the second or fourth semesters of employment. Ordinarily this recommendation will be reserved until the seventh semester of employment.)*

☐ Tenure should be denied. (This recommendation may be made only during the seventh semester of employment.)*

*NOTE:* In the evaluation of contract employees, the base-line first semester of employment is deemed to be the first fall semester of employment.

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<tr>
<th>Please Print Names:</th>
<th>Signatures:</th>
<th>Date:</th>
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<tbody>
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<td>1. __________________</td>
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<td>2. __________________</td>
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<td>8. __________________</td>
<td>8._________________</td>
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NOTE: An evaluator who does not concur must attach a dissenting report.

Evaluatee Comments, if any:

__________________________________________________________________________

__________________________________________________________________________

☐ I do not concur with this evaluation.

☐ I have attached a rebuttal.

☐ I will forward a rebuttal within one week.

Signature of Evaluatee __________________________ Date: ________________

(The signature of the evaluatee shall not necessarily indicate agreement with the opinions expressed but only that she/he has had an opportunity to read this report.)
Early Tenure

Table of Contents

Exhibit K

Form 1: Request for Early Tenure Review
  • Exhibit K.B.1.a
Form 2: Early Tenure Review Request Evaluation
  • Exhibit K.B.1.b
Form 3: Recommendation for Early Tenure
  • Exhibit K.B.1.c
Form 4: Approval of Early Tenure
  • Exhibit K.B.3
Form 5: Peer-Management Evaluation form
  • Exhibit K.B.4

Memorandum
  • Early Tenure Candidacy
A. Tenure Review and the Criteria Related to Exceptional Circumstances for Early Tenure Consideration

Tenure Review is a four-year process during which the institution gives support and positive reinforcement to probationary instructors. The tenure review process is a period of time when peers have the opportunity to work closely together in a mutually supportive manner, give each other assistance, resources, and the opportunity to discuss ideas and teaching techniques. Hence, the four-year tenure review period is one of validation, intended as a positive experience which sets the tone for the professional life of a new full-time instructor in this District.

Only in rare and exceptional circumstances is this period shortened and an individual faculty member is given the opportunity to be reviewed for tenure earlier than four years. Of course, being given the opportunity to go through an early tenure review process does not guarantee the awarding of early tenure or tenure after four years.

Qualifying elements and the criteria that comprise “Exceptional Circumstances” are as follows:

1. Senior Faculty member (with extensive experience as a tenured faculty member) from another community college or institution of higher education hired as faculty by the college because of his/her outstanding track record, expertise, and commitment to students and quality instruction; or,

2. The reputational qualities and contributions of the individual to a particular field and/or discipline are such that he or she is worthy of state/national/international recognition and the expectation is that this individual will bring same to the college, and have a dramatic qualitative impact on the program/college.

3. The individual faculty member in the early tenure review process must necessarily be engaged in a full-time faculty assignment. Approved release time opportunities for activities directly related to the academic mission of the institution shall not automatically disqualify an early tenure candidate from consideration; however, extensive time spent away from teaching during an abbreviated tenure review process may deprive a faculty member’s department of their ability to assess his/her teaching ability and contributions. Such approved released time opportunities may include Union service of benefit to the College, as referenced in 4.f., below.

4. In terms of New Probationary Faculty with previous years of City College experience as a Part-time Faculty member, the following considerations should apply:

   a) All candidates must satisfy condition number three above;
b) Consideration of the extent to which candidate may meet criteria one, or two, above; or

c) Long-term and consistent service as a part-time faculty member at City College, at least 10 years; and,

d) At least 8 years of continuous academic service leading up to full-time status, should be at the level of at least 50% pro rata academic service (this means consecutive, immediately prior service at City College, provided that approved absences under Article 13-1.H shall not be viewed as a break in service and may, depending on the activity, be counted as applicable service under this section); and,

e) Documented evidence of sustained performance at a truly exceptional level, with a particular emphasis on teaching or other academic services (library, counseling, etc.). The potential applicant must show evidence of strong/outstanding teacher evaluations leading up to full-time status and during the period of Tenure Review; and,

f) Documented evidence of a significant, high quality, and sustained level of involvement in College Service and in this area, the emphasis must be on college-wide service and not exclusively departmental. The latter distinction is critically important. Effective and high quality involvement in Departmental Committees which tie directly into college-wide issues related to teaching and learning, budget, curriculum, personnel, and facilities could be eligible to qualify as college-wide service. Involvement in various committees of shared governance, self-study, etc., would clearly qualify. Also eligible for consideration is work on employee relations or legislative programs of benefit to the College, which may include Union work (e.g., service on the Union negotiations team or service as a Union officer, including Grievance Officer, or Union work on behalf of legislative initiatives benefiting community colleges).

g) "Exceptional circumstances” is not synonymous with a long history of hourly/part-time faculty assignments.

B. Application of the Early Tenure Review Criteria

1. In the first Fall semester of employment, or the third semester of employment (Fall) for those first under tenure review under Article 9.D.7.1.1, the Tenure Review Committee (“Committee”) has the opportunity to measure the faculty member’s qualifications against the criteria in Section A to determine if consideration for early tenure is warranted, as follows:
a) A faculty member may initiate a request for consideration for early tenure based on the criteria in Section A above by submitting to the Committee the appropriate form (FORM 1) by the end of the sixth week of instruction. In so requesting, the faculty member shall consent to the Committee’s review of the faculty member’s application for employment.

b) During the first semester evaluation process, the Committee shall assess the faculty member’s readiness for early tenure consideration in light of the criteria in Section A, the faculty member’s application for employment, the content of the tenure review evaluation document and the information provided in FORM 1. The Committee and faculty member shall complete FORM 2, specially addressing the question of the extent to which the candidate meets the criteria set forth in Section A. The Committee and faculty member shall complete their forms by the end of the sixteenth week of instruction. Thereafter, the Committee shall promptly submit the completed form to the Chancellor or designee.

c) By unanimous vote of all members of the Committee or within one vote of being unanimous, the Committee may decide to recommend the faculty member as a candidate for early tenure. Should the appropriate number of members of the Committee so decide, the Committee shall submit a recommendation for early tenure consideration to the Chancellor (FORM 3) by the end of the sixteenth week of instruction, with each member of the Committee affirming his/her vote.

2. The Chancellor has the sole discretion to determine whether to advance a faculty member for consideration for early tenure. However, if the Chancellor is not inclined to support a recommended candidate for early tenure consideration, the Chancellor will meet with the Tenure Review Committee to allow for a discussion of perspectives before making a final decision, which shall not be subject to review.

3. In the event that the Chancellor determines that a faculty member is to be afforded early tenure consideration, he or she shall so advise the Committee and faculty member by the end of the first week of instruction in the Spring semester. (FORM 4)

4. If the faculty member is approved for consideration as a candidate for early tenure, the Committee shall evaluate the candidate in the Spring semester in the first year unless the candidate is in the second year of contract status under Article 9.D.7.1.1, and in the Spring semester of the second year unless the candidate has been granted early tenure after the first year. In each evaluation, the Committee and faculty member shall complete FORM 5, specifically assessing the candidate in light of the
evaluation criteria. The Committee and faculty member shall complete their forms by the end of the sixteenth week of instruction.

5. In the second and/or fourth semester, the Committee shall determine whether to recommend the candidate for early tenure. In order to make a positive recommendation, the Committee must reasonably conclude, based on the evaluations, that the instructor has demonstrated outstanding service to the District, above and beyond the “satisfactory or better” rating necessary to attain tenure after four years, consistent with the “rare and exceptional” finding originally made by the District. The decision to award early tenure will most likely be made at the conclusion of a two-year period. However, the Committee has the discretion to make this recommendation in the second semester. Candidates who have only three years of tenure review by virtue of application of Article 9.D.7.1.1 will, as a result, have the opportunity for only one year of early tenure review. Should the Committee decide to recommend early tenure by appropriate vote (per Article 9.D.7, unanimous or within one vote of being unanimous), they shall so certify on FORM 5 and shall transmit their recommendation to the Chancellor for consideration at the end of the sixteenth week of instruction.

6. If the Committee recommends early tenure, the recommendation shall be submitted to the Chancellor for review prior to submission to the Board. In the event that the Chancellor agrees that early tenure is appropriate, he or she shall so recommend to the Board. If the Chancellor is not inclined to support a recommended candidate for early tenure, the Chancellor will meet with the tenure review committee to allow for a discussion of perspectives. Thereafter, if the Committee maintains its recommendation, the matter shall be referred to the Board per the provisions of 9.D.7.9. If the Committee does not recommend early tenure, the declination shall not proceed to the Board and not be reviewable. The final determination to grant early tenure is within the sole discretion of the Board and shall not be subject to review.

7. In the second semester, the Committee shall follow the recommendation/decision process in Article 9.D.7.3. If the Committee does not recommend early tenure at the conclusion of the second semester, (a) the declination to recommend early tenure shall not proceed to the Board, and (b) assuming renewal of the contract, a third semester evaluation is required, per Article 9.D.7.4. (Note: Consistent with Article 9.D.7.4, the Committee does not have the option to recommend early tenure at the conclusion of the third semester.)

8. In the fourth semester, the Committee shall follow the recommendation/decision process in Article 9.D.7.5. If the Committee does not recommend early tenure at the conclusion of the fourth semester, (a) the declination to recommend early tenure shall not proceed to the Board, and (b) assuming
renewal of the contract, the provisions of Article 9.D.4.3.5 shall apply. This means that the Committee will conduct a fifth and seventh semester evaluation, with the final decision regarding tenure being made in the seventh semester per 9.D.7.6.

9. In connection with early tenure, where the Board does not affirm the recommendation of the Committee, and upon request of the Committee Chairperson, the Chancellor or designee may meet with the Committee, prior to the next series of evaluations, to provide guidance.

C. The standards for early tenure consideration and conferral are unique. They are not intended to, and shall not, modify the standards that apply for four-year tenure determinations.

D. This Exhibit K does not affect or limit employee’s Tenure Review Grievance rights under Article 22.F., including the provisions, timelines and procedures set forth in 22.F.2 - 22.F.5.
Tenure is a four-year process during which the institution gives support and positive reinforcement to probationary instructors. Only in rare and exceptional circumstances is this period shortened and an individual faculty member given the opportunity to be reviewed for tenure earlier than four years. Of course, being given the opportunity to go through an early tenure review process does not guarantee the awarding of early tenure or tenure after four years.

*Please indicate how or in what manner you exhibit the following qualifying elements or criteria that comprise “Exceptional Circumstances.”*

**A. NEW PROBATIONARY-FACULTY WITHOUT PRIOR YEARS OF PART-TIME SERVICE AT CITY COLLEGE**

*PLEASE PROVIDE A DETAILED EXPLANATION OF HOW YOU MEET THE FOLLOWING CRITERIA:*

1. You were a Tenured Senior Faculty member at another community college or institution of higher education with an outstanding track record, expertise, and commitment to students and quality instruction; or

2. Your reputational qualities and contributions to a particular field and/or discipline are worthy of state, national, or international recognition and the expectation is that you will bring same to the college, and have a dramatic qualitative impact on the program/college.

**B. NEW PROBATIONARY-FACULTY WITH PREVIOUS YEARS OF CITY COLLEGE EXPERIENCE AS A PART-TIME FACULTY MEMBER**

*PLEASE PROVIDE A DETAILED EXPLANATION OF HOW YOU MEET THE FOLLOWING CRITERIA:*

1. You were a Tenured Senior Faculty member at another community college or institution of higher education with an outstanding track record, expertise, and commitment to students and quality instruction; or

2. Your reputational qualities and contributions to a particular field and/or discipline worthy of state, national, or international recognition and the expectation is that you will bring same to the college, and have a dramatic qualitative impact on the program/college; or
3. You meet all of the following criteria:

   a) Long-term and consistent service as a part-time faculty member at City College, at least 10 years; **and**

   b) At least 8 years of continuous academic service leading up to full-time status, should be at the level of at least 50% pro rata academic service (this means consecutive, immediately prior service at City College, provided that approved absences under Article 13-1.H shall not be viewed as a break in service and may, depending on the activity, be counted as applicable service under this section); **and**

   c) Documented evidence of sustained performance at a truly exceptional level, with a particular emphasis on teaching or other academic services (library, counseling, etc.). You must show evidence of strong/outstanding teacher evaluations leading up to full-time status and during the period of Tenure Review; **and**

   d) Documented evidence of a significant, high quality, and sustained level of involvement in College Service and in this area, the emphasis must be on college-wide service and not exclusively departmental. The latter distinction is critically important. Effective and high quality involvement in Departmental Committees which tie directly into college-wide issues related to teaching and learning, budget, curriculum, personnel, and facilities could be eligible to qualify as college-wide service. Involvement in various committees of shared governance, self-study, etc., would qualify. Also eligible for consideration is work on employee relations or legislative programs of benefit to the College, which may include Union work (e.g., service on the Union negotiations team or service as a union officer, including grievance officer, or work on behalf of legislative initiatives benefiting community colleges).

---

Note: *Per Exhibit K, Section A.3, to qualify for early tenure, you must necessarily be engaged in a full-time faculty assignment. Approved release time opportunities for activities directly related to the academic mission of the institution will not automatically disqualify you from consideration. However, extensive time spent outside away from teaching during an abbreviated tenure review process may deprive your department of their ability to assess your teaching ability and contributions. Such approved release time opportunities may include Union service of benefit to the College as referenced in Exhibit K, Section A.4.f.*
Tenure is a four-year process during which the institution gives support and positive reinforcement to probationary instructors. Only in rare and exceptional circumstances is this period shortened and an individual faculty member given the opportunity to be reviewed for tenure earlier than four years. Of course, being given the opportunity to go through an early tenure review process does not guarantee the awarding of early tenure or tenure after four years.

Please indicate how or in what manner the candidate exhibits the following qualifying elements or criteria that comprise “Exceptional Circumstances.”

A. NEW PROBATIONARY-FACULTY WITHOUT PRIOR YEARS OF PART-TIME SERVICE AT CITY COLLEGE

PLEASE PROVIDE A DETAILED EXPLANATION OF HOW THE CANDIDATE MEETS THE FOLLOWING CRITERIA:

1. Tenured Senior Faculty member at another community college or institution of higher education with an outstanding track record, expertise, and commitment to students and quality instruction; or

2. The reputational qualities and contributions of the individual to a particular field and/or discipline are worthy of state, national, or international recognition and the expectation is that the individual will bring same to the college, and have a dramatic qualitative impact on the program/college.

B. NEW PROBATIONARY-FACULTY WITH PREVIOUS YEARS OF CITY COLLEGE EXPERIENCE AS A PART-TIME FACULTY MEMBER

PLEASE PROVIDE A DETAILED EXPLANATION OF HOW THE INDIVIDUAL MEETS THE FOLLOWING CRITERIA:

1. Tenured Senior Faculty member at another community college or institution of higher education with an outstanding track record, expertise, and commitment to students and quality instruction, or
2. The reputational qualities and contributions of the individual to a particular field and/or discipline worthy of state, national, or international recognition and the expectation is that the individual will bring same to the college, and have a dramatic qualitative impact on the program/college; or

3. The individual meets all of the following criteria:

   a) Long-term and consistent service as a part-time faculty member at City College, at least 10 years; and

   b) At least 8 years of continuous academic service leading up to full-time status, should be at the level of at least 50% pro rata academic service (this means consecutive, immediately prior service at City College, provided that approved absences under Article 13-1.H shall not be viewed as a break in service and may, depending on the activity, be counted as applicable service under this section); and

   c) Documented evidence of sustained performance at a truly exceptional level, with a particular emphasis on teaching or other academic services (library, counseling, etc.). The individual must show evidence of strong/outstanding teacher evaluations leading up to full-time status and during the period of Tenure Review; and

   d) Documented evidence of a significant, high quality, and sustained level of involvement in College Service and in this area, the emphasis must be on college-wide service and not exclusively departmental. The latter distinction is critically important. Effective and high quality involvement in Departmental Committees which tie directly into college-wide issues related to teaching and learning, budget, curriculum, personnel, and facilities could be eligible to qualify as college-wide service. Involvement in various committees of shared governance, self-study, etc., would qualify. Also eligible for consideration is work on employee relations or legislative programs of benefit to the College, which may include Union work (e.g., service on the Union negotiations team or service as a union officer, including grievance officer, or work on behalf of legislative initiatives benefiting community colleges).

Note: Per Exhibit K, Section A.3, to qualify for early tenure, the individual must necessarily be engaged in a full-time faculty assignment. Approved release time opportunities for activities directly related to the academic mission of the institution will not automatically disqualify an early tenure candidate from consideration. However, extensive time spent outside away from teaching during an abbreviated tenure review process may deprive a faculty member's department of their ability to assess his/her teaching ability and contributions. Such approved release time opportunities may include Union service of benefit to the College as referenced in Exhibit K, Section A.4.f.
[FORM 3]

RECOMMENDATION
FOR EARLY TENURE REVIEW OF

Whereas Tenure is a four-year process during which the institution gives support and positive reinforcement to probationary instructors; and

Whereas Only in rare and exceptional circumstances is this period shortened and an individual faculty member given the opportunity to be reviewed for tenure earlier than four years; and

Whereas The members of the Tenure Review Committee whose signatures appear below have reviewed the record and accomplishments of the above-named faculty member; and

Whereas The members of the Tenure Review Committee whose signatures appear below believe the aforementioned record and accomplishments demonstrate the requisite rare and exceptional circumstances necessary to support a recommendation for early tenure review;

The Undersigned hereby request and recommend the above-named faculty member as a candidate for consideration of early tenure.

The following committee member dissents from the recommendation for early tenure:
[FORM 4]

APPROVAL OF EARLY TENURE REVIEW FOR

Whereas Tenure is a four-year process during which the institution gives support and positive reinforcement to probationary instructors; and

Whereas Only in rare and exceptional circumstances is this period shortened and an individual faculty member given the opportunity to be reviewed for tenure earlier than four years; and

Whereas The members of the Tenure Review Committee for the above-named instructor have recommended that the above-named instructor be given the opportunity to be reviewed for tenure earlier than four years; and

Whereas I have determined the above-named instructor’s record and accomplishments demonstrate the requisite rare and exceptional circumstances necessary to support a recommendation for early tenure review;

The recommendation of the Tenure Review Committee is hereby approved.

The above-named instructor shall be reviewed for early tenure.

Dr. Philip R. Day, Jr., Chancellor

Date
EXHIBIT K

San Francisco Community College District
PEER-MANAGEMENT EVALUATION FORM
FOR CONTRACT EMPLOYEES UNDER EARLY TENURE REVIEW
[To be used only when the Chancellor has determined that the faculty member is to be afforded consideration for early tenure.]

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
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- Instructor
- Counselor
- Librarian
- Other - Specify: __________
- Contract, 1st Year
- Contract, 2nd Year

[Use additional sheet(s) if necessary.]

A. PROFESSIONAL QUALITIES (To be answered for ALL FACULTY.)

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<tr>
<td>a. Keeps current in discipline.</td>
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<td>b. Has a good rapport with colleagues.</td>
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<td>c. Accepts criticism.</td>
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<td>d. Submits required departmental reports/information, including census, and/or positive attendance and grade sheets on time.</td>
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<td>e. Maintains adequate and appropriate records.</td>
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<td>f. Observes health and safety regulations.</td>
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<td>g. Attends required meetings.</td>
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How do you evaluate the professionalism of this instructor? ____________________________

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B. Professional Contributions

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<td>a. Makes contributions to the discipline/department/district.</td>
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<td>b. Serves effectively on special assignments, committees, projects, research and development areas as needed by the discipline/department/district.</td>
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<td>c. Bears an appropriate share of faculty responsibilities.</td>
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How do you evaluate the professional contributions of this instructor? ____________________________

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_____________________________________________________________________________
B. JOB PERFORMANCE - CLASSROOM INSTRUCTORS

☐ Classroom Observation
☐ Video Observation

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<tr>
<th>1. Course Content (To be answered for all CLASSROOM INSTRUCTORS.)</th>
<th>Outstand.</th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The course content is up to date and appropriate.</td>
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<td>b. The course content is taught in an approach which is acceptable to the discipline/department.</td>
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<td>c. The class segment visited and any materials furnished were pertinent to the course outline.</td>
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<td>d. The class was taught at an appropriate level.</td>
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<tr>
<td>e. The pacing of the class is appropriate to the level and the material presented.</td>
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</tbody>
</table>

How do you evaluate the course content and the subject knowledge of the instructor? *(Write a consensus statement incorporating each of the above questions.)*

2. Classroom Presentation (To be answered for ALL CLASSROOM INSTRUCTORS.)

<table>
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<tr>
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<tbody>
<tr>
<td>a. Establishes a student-instructor relationship conducive to learning.</td>
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<tr>
<td>b. Communicates ideas clearly, concisely, and effectively.</td>
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<tr>
<td>c. Demonstrates sensitivity to the learning difficulties of the student.</td>
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<tr>
<td>d. Stimulates students' interest in the field and their desire to learn.</td>
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<td>e. Tests students' progress in valid and appropriate ways.</td>
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<tr>
<td>f. Uses class time efficiently.</td>
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<tr>
<td>g. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
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</tbody>
</table>

How do you evaluate the classroom presentation of the instructor? __________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

[When this section has been completed, continue with Section D.]
C. NON-CLASSROOM FACULTY

1. **This section to be answered only for LIBRARIANS.**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Promotes students’ access to and use of library.</td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td>Communicates well with faculty.</td>
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<tr>
<td>c.</td>
<td>Contributes to building, organizing, and maintaining library collection.</td>
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<tr>
<td>d.</td>
<td>Provides students with materials that are appropriate to needs, able to refer students appropriately when necessary.</td>
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<tr>
<td>e.</td>
<td>Strives to maintain an environment conducive to study, research, reading, and learning.</td>
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<td></td>
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<tr>
<td>f.</td>
<td>Arranges inter-library loan for material not present in library collection.</td>
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</tr>
<tr>
<td>g.</td>
<td>Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
<td></td>
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</table>

2. **This section to be answered only for COUNSELORS.**

<table>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Provides opportunities for counselees to express concerns, listens well, is accessible to students.</td>
<td></td>
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<tr>
<td>b.</td>
<td>Helps students define problems, able to support counselees in seeking solutions to their problems.</td>
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<tr>
<td>c.</td>
<td>Researches questions brought by counselees or directs counselees to appropriate sources of information/assistance when advisable.</td>
<td></td>
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<tr>
<td>d.</td>
<td>Keeps current with District classes, programs and resources for students.</td>
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<tr>
<td>e.</td>
<td>Demonstrates knowledge of District policies and procedures affecting students.</td>
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<tr>
<td>f.</td>
<td>Communicates well with faculty.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>g.</td>
<td>Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds and sexual orientations.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### 3. This section to be answered only for RESOURCE INSTRUCTORS.

<table>
<thead>
<tr>
<th></th>
<th>Outstand.</th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observe d</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Responds to instructors’ resource needs.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b. Develops instructional resources.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>c. Demonstrates sensitivity in working with faculty/students of diverse racial and ethnic backgrounds and sexual orientations.</td>
<td></td>
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</tr>
</tbody>
</table>

How do you evaluate the performance of this instructor in relation to the sections used above?

[Section(s) used from above: ]

---

### 4. Additional Criteria for Non-classroom Faculty May be Determined by Discipline/Department.

(See Department Head/Dean/Director.) (Must have approval of District and Union.)

---

### D. IMPROVEMENT SINCE LAST EVALUATION

#### 1. This section to be answered for ALL FACULTY.

<table>
<thead>
<tr>
<th></th>
<th>Outstand.</th>
<th>Satisfact. or Better</th>
<th>Satisfact. But Needs Improv.</th>
<th>Unsatisfactory</th>
<th>Not Observe d</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Seeks to improve in those areas where deficiencies were noted in previous evaluations.</td>
<td></td>
<td></td>
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<tr>
<td>b. Maintains and updates tenure review portfolio.</td>
<td></td>
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</tr>
<tr>
<td>c. Endeavors to be well-informed of departmental and college goals, needs, regulations, etc.</td>
<td></td>
<td></td>
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</tbody>
</table>

How do you evaluate this employee’s progress since the last evaluation? (Please give detailed comments on a., b., and c. above: )

---
E. OVERALL RATING - CLASSROOM AND NON-CLASSROOM FACULTY

1. Strengths/Outstanding Performance Areas:

   __________________________________________
   __________________________________________
   __________________________________________

   ________________________________

2. Plans for Improvement:

   __________________________________________
   __________________________________________
   __________________________________________

3. Summary: How do you rate overall performance of this faculty member?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

---

To be completed when this form is used as the working document for a visitation:

PRE-CONFERENCE: _______ DATE _______ TIME _______

VISITATION: _______ DATE _______ TIME _______

POST-CONFERENCE: _______ DATE _______ TIME _______
RECOMMENDATION

EVALUATEE (Please Print): ________________________________

Department: ___________________________ Semester _________

TENURE REVIEW COMMITTEE RECOMMENDATION TO CHANCELLOR/BOARD OF TRUSTEES

Key (See Article 9, Section D.7 of Agreement and Exhibit K, Section B, et seq.):

- Second Semester: Check Box 1 or 2
- Third Semester: Check Box 3 or 4
- Fourth Semester: Check Box 1, 3, or 4

☐ 1. Tenure should be granted effective the fall semester of the next academic year. (This recommendation may be made during the second or fourth semesters of employment. The Committee does not have the option to recommend early tenure at the conclusion of the third semester. The decision to award early tenure will most likely be made at the conclusion of a two year period. However, the Committee has the discretion to make this recommendation in the second semester. Candidates who have only three years of tenure review by virtue of Section 9.D.7.1.1 will, as a result, have the opportunity for only one year of early tenure review.)*

☐ 2. Readiness for early tenure should be reassessed in the fourth semester. (This recommendation applies if, in the second semester only, the Committee determines not to confer early tenure at that time.)

☐ 3. Contract for contract employee under early tenure review should be renewed for a period of two years effective the fall semester of the next academic year. (This recommendation may be made on this form only at the end of the third or fourth semester of employment. If the Committee makes this recommendation, the Committee will conduct a fifth and seventh semester evaluation with the final decision regarding tenure to be made in the seventh semester utilizing the standard peer-management evaluation form, Exhibit J. See 9.D.7.6.)*

☐ 4. Contract for contract employee under early tenure review should not be renewed. (This recommendation may be made on this form only at the end of the third semester of employment or at the end of the fourth semester of employment, provided the Committee made a negative recommendation at the end of the third semester of employment.)*

*NOTE: In the evaluation of contract employees, the base-line “first semester” of employment is deemed to be the first fall semester of employment.

Continued, next page
## RECOMMENDATION (Continued)

### EVALUATION TEAM

<table>
<thead>
<tr>
<th>Please Print Names:</th>
<th>Signatures:</th>
<th>Date:</th>
<th>☐ I do not concur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td></td>
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</tr>
<tr>
<td>COMMITTEE CHAIR</td>
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<td>2.</td>
<td>2.</td>
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<tr>
<td>DEPARTMENT CHAIR</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
<td>7.</td>
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<tr>
<td>8.</td>
<td>8.</td>
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</table>

**NOTE:** An evaluator who does not concur must attach a dissenting report.

### EVALUATEE

Evaluatee Comments, if any: __________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

☐ I concur with this evaluation.
☐ I do not concur with this evaluation.
☐ I have attached a rebuttal.
☐ I will forward a rebuttal within one week.

Signature of Evaluatee __________________________________________ Date: _________

(The signature of the evaluatee shall not necessarily indicate agreement with the opinions expressed but only that she/he has had an opportunity to read this report.)
DIRECTIONS FOR ADMINISTERING
STUDENT EVALUATION SURVEYS

Instructors who coordinate student evaluation should allow at least 15 minutes for students to complete the form.

In day classes, the regular instructor should allow the evaluation to occur either in the last 15 or so minutes of the class or in the first 15 or so minutes of the class. If at the end of the class, he/she should turn the class over to the instructor conducting the survey and leave the room; the second instructor will dismiss the class. If at the start of the class, the instructor conducting the survey should begin the class, and the regular instructor should come to the room about 15 minutes after the start of the class.

In evening and Saturday classes, the regular instructor should allow the committee member to survey the class for at least 15 minutes either before the break or at the beginning of the class. If before the break, the regular instructor should turn the class over to the instructor conducting the survey 15 minutes or so before the break. The committee member will dismiss the class for the break, and the regular instructor will return at the end of the break time. If at the start of the class, the instructor conducting the survey should begin the class, and the regular instructor should come to the room about 15 minutes after the start of the class.

Those conducting the student survey should impress on the students that this is their opportunity to participate in the regular college evaluation of the instructor. The instructor conducting the survey should attempt to impress them with the seriousness of their ratings and encourage them to be honest, fair, and specific in their comments.

Students should be reminded of the nature of the rating scale from 0 to 5. Students should be encouraged to write appropriate comments on the back of the form, to highlight either what they think are exceptional qualities and/or practices or what they think are less desirable qualities and/or poor practices.

When surveying classes taught by part-time instructors, the instructor administering the survey should caution students to mark item 11 on the regular nineteen item form as non-applicable, since part-time instructors are not required to hold office hours.

With the regular nineteen-item (19) student evaluation form, those conducting surveys may wish to caution ungraded noncredit classes that they may find items 8, 9, 10, and/or 16 not applicable. It will make things even easier if they consult with the instructor first to see which, if any, of these numbers do not apply. (Only for the ESL Department)

When using the fourteen-item ESL form, instructors may wish to caution ungraded noncredit classes that item #9 may not be applicable. They should probably check with the instructor first about this item.

Instructors supervising the student survey should try to ensure that students have sufficient time to complete the survey and to write comments. By contract students are to have the opportunity to express their concerns, and it is important that they realize that their input is both sought and valued.

~OVER~
1. Chair of the evaluation committee meets with members to review Article 9 of the District/AFT Contract, to discuss committee procedures, to distribute forms, and to set dates/deadlines.

2. Preconference visit(s) with evaluatee.

3. Classroom Visit(s).

4. Postconference visit(s).

5. Student Questionnaires administered and returned to Brian Ellison (C 308). (If additional forms are needed, contact Brian Ellison at ext. 3360.)

6. If necessary, second round of visits completed.

7. Student questionnaires and computer summary/analysis returned to chair for committee's perusal.

8. Committee meets to reach agreement on the content of the final consensus form to which computer summary/analysis of student evaluation is attached.

9. Committee meets with instructor for review and signing of the official consensus evaluation, at which time evaluatee receives a copy of the signed document and analysis.

10. Chair submits final evaluation with attached student summary to Brian Ellison in C 308.

~ OVER ~
MEMORANDUM

TO: Department Chair

FROM: Dr. Brian E. Ellison
       Dean of Curriculum, Faculty Evaluation, and Tenure Review

RE: Faculty Evaluations (Fall 2006)

DATE: July 25, 2006

It is time to begin the Fall 2006 evaluation process. Enclosed, you will find two evaluation timelines. One timeline (BLUE) is for the tenured and part-time faculty who will be evaluated this semester and the other timeline (PINK) is for those faculty under tenure review. As you know, these timelines are developed based on contract language found in Article 9 of the Collective Bargaining Agreement. You will also find enclosed the LIST OF FACULTY TO BE EVALUATED. Please review this list carefully before returning to my office.

Unfortunately, not all scheduled evaluations were completed last semester. These evaluations have been rescheduled for this fall. Additionally, some departments hired new part-time faculty last semester who have yet to be evaluated. Contractually, part-time faculty should be evaluated during their first year of service to the District. I have included these new hires on the enclosed list. If any of these part-time faculty are teaching this semester, they should be evaluated. As for those part-time faculty newly hired in Spring 2006 who are not teaching this semester, please draw a line through those names.

Please return the LIST OF FACULTY TO BE EVALUATED to my office (C308) by Friday, August 18. Please call my office (239-3360) if you have any questions.

As always, my office looks forward to working with you and appreciates your assistance with the faculty evaluation process.

Thank you.

Enclosures: TIMELINES (BLUE/PINK)
LIST OF FACULTY TO BE EVALUATED

cc: Dr. Don Q. Griffin, Vice-Chancellor of Academic Affairs
    School Deans
MEMORANDUM

TO: All Faculty Scheduled for Evaluation (Fall 2006)

FROM: Dr. Brian E. Ellison
Dean of Curriculum, Faculty Evaluation, and Tenure Review

RE: Choice of Evaluation Form

DATE: July 25, 2006

According to my records, you are scheduled to be evaluated this semester. The attached CHOICE OF EVALUATION FORM allows you to choose the type of evaluation (i.e. self-evaluation, peer evaluation, or peer/management) you wish to undergo this semester and list those classes you wish to receive student feedback.

**SELF-EVALUATION:** includes a team of peers who will review the evaluation document you produce and will have the prerogative to ask you to reconsider and rewrite part or all of your report. This option can be chosen only once every six years by full-time faculty and is available to part-time faculty under specified conditions (see Article 9) of the Collective Bargaining Agreement). Your team will not visit your class(es) but will administer student surveys in the classes you designate.

**PEER EVALUATION:** precludes your department chair from serving on your team unless you stipulate otherwise by signing in the appropriate space on the enclosed form. This type of evaluation includes both classroom visits and administration of student surveys.

**PEER/MANAGEMENT EVALUATION:** is, essentially, the same as a peer evaluation except that your department chair serves as a member of your team.

Any evaluation team may include faculty from another discipline or department either because you so request or your department does not have available faculty. Additionally, you may elect to have your class(es) videotaped. However, you must make your own arrangements with the Broadcast Electronic Media Arts Department (ext. 3525) and deliver the completed videotape to your team for viewing. Please note that this option is only available for full-time faculty on the Ocean Campus.

As you know, student evaluations are an important and required part of the evaluation process. At the bottom of the attached form please indicate those classes, by CRN and title, you wish to have surveyed. I will produce questionnaires for each class you designate and deliver these materials to your team chair.

Please complete the form and return to Brian Ellison (C308) by Friday, September 1. As always, if you require additional assistance, contact my office (239-3360). Thank you.

Attachment: CHOICE OF EVALUATION FORM
MEMORANDUM

TO: Department Chairs

FR: Dr. Brian E. Ellison
   Dean of Curriculum, Faculty Evaluation, and Tenure Review

RE: Evaluation Committee Members

September 2004

At this point in the evaluation cycle, you need to form an evaluation committee for each department member to be evaluated.

1. You select the evaluators, specifying one to serve as the committee chair. I have included sufficient forms that you can send one to each person being evaluated, listing his/her committee members.

2. After allowing time for evaluatees to exercise their right to disqualify any or all members, please fill out the Evaluation Team Members Form, and return it to Shinmi Kang in C308. That form must be submitted no later than September 24, 2004, the last date allowed by the contract.

3. In assigning committee members, please note that different types of evaluation call for different numbers of evaluators.

   (a) Regular faculty evaluations require three evaluators, but the evaluatee may specify if he/she wants a two-member team.
   (b) Long-term substitute evaluations require two evaluators.
   (c) Part-time evaluations require two evaluators, except when there are not enough faculty to do all the required evaluations; in such cases, only one evaluator may be assigned to a part-time faculty member who is not a first-year employee.

4. Faculty member may disqualify from one to all members of the evaluation team. Disqualifications must be done within three days of first notification and is done so by returning the Notification Form directly to C308. I will immediately inform you so that you can adjust the Evaluation Team Members Form before submitting it to my office. (Please note that the evaluatee cannot disqualify the replacement evaluators you assign to the committee.)

5. All tenured faculty are contractually obligated to do two evaluations per year, if needed. Part-time faculty beyond their first year of service may volunteer to serve on a committee, but if used, a written record that their service is voluntary needs to be kept on file. Faculty from other, related departments may also be asked to serve on committees.

Please do not hesitate to contact me at ext. 3328 with any question you might have. Thank you in advance for helping us to make this as smooth and as positive a process as possible.

BOARD OF TRUSTEES

LAWRENCE WONG, ESQ., PRESIDENT • MILTON MARKS III, VICE PRESIDENT • DR. NATALIE BERG

JOHNNIE L. CARTER • DR. ANITA GRIER • JULIO J. RAMOS, ESQ. • RODEL E. RODIS • VERONICA LAWRENCE, STUDENT TRUSTEE

DR. PHILIP R. DAY, JR., CHANCELLOR
Fall 2004

MEMORANDUM

TO: Evaluation Committee Chair  
FROM: Dr. Brian E. Ellison  
Dean of Curriculum, Faculty Review, and Tenure Review  
RE: Student Evaluation Statistics

Enclosed with this memo you will find a graph of instructor averages for a period of several semesters. You may want to refer to these averages when looking at student responses for individual evaluatees.

I would like to offer you several cautions as you utilize these statistics:

1. Remember that some evaluatees have but one class surveyed, while others have all classes surveyed.

2. Some instructors have only self-selected, advanced elective classes surveyed, while others have basic skills and developmental classes which students must take surveyed.

3. Remember that in beginning levels of ESL and very basic English classes, the students inability to deal with the language may well cause problems in their ability to accurately complete the evaluation form.

4. Be sure to ATTACH a copy of the student evaluation summary (analysis) to the signed consensus evaluation form you submit to this office or the process will not be completed.

5. Please, committee chairs DO NOT return the original questionnaires to instructors until after final grades are submitted.

6. Follow the AFT Contract.

We greatly appreciate your understanding and cooperation.

Attachment

c:/evaluation/formtrs/statistics.doc
### COMPARISON OF NC/CR ESL REGULAR FACULTY TO NC/CR ESL CONTRACT FACULTY

#### SPRING 2004

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>NC ESL Regular F '03</th>
<th>NC ESL Contract F '03</th>
<th>CR ESL Regular F '03</th>
<th>CR ESL Contract F '03</th>
<th>NC ESL Regular S '04</th>
<th>NC ESL Contract S '04*</th>
<th>CR ESL Regular S '04</th>
<th>CR ESL Contract S '04*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Teacher explains English well</td>
<td>4.80</td>
<td>4.72</td>
<td>4.66</td>
<td>4.22</td>
<td>4.73</td>
<td>4.76</td>
<td>4.73</td>
<td></td>
</tr>
<tr>
<td>2 Teacher respects the students</td>
<td>4.87</td>
<td>4.79</td>
<td>4.67</td>
<td>4.28</td>
<td>4.83</td>
<td></td>
<td>4.73</td>
<td></td>
</tr>
<tr>
<td>3 Lesson is organized</td>
<td>4.69</td>
<td>4.66</td>
<td>4.34</td>
<td>3.98</td>
<td>4.58</td>
<td></td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>4 Books and materials help</td>
<td>4.72</td>
<td>4.71</td>
<td>4.22</td>
<td>4.02</td>
<td>4.70</td>
<td></td>
<td>4.54</td>
<td></td>
</tr>
<tr>
<td>5 Teacher helps me understand mistakes</td>
<td>4.75</td>
<td>4.71</td>
<td>4.49</td>
<td>4.02</td>
<td>4.73</td>
<td></td>
<td>4.57</td>
<td></td>
</tr>
<tr>
<td>6 Teacher wants students to ask questions</td>
<td>4.78</td>
<td>4.75</td>
<td>4.52</td>
<td>4.26</td>
<td>4.73</td>
<td></td>
<td>4.64</td>
<td></td>
</tr>
<tr>
<td>7 Teacher gives time for questions</td>
<td>4.77</td>
<td>4.68</td>
<td>4.36</td>
<td>4.20</td>
<td>4.73</td>
<td></td>
<td>4.63</td>
<td></td>
</tr>
<tr>
<td>8 Teacher answers questions well</td>
<td>4.83</td>
<td>4.71</td>
<td>4.63</td>
<td>4.02</td>
<td>4.77</td>
<td></td>
<td>4.73</td>
<td></td>
</tr>
<tr>
<td>9 Teacher returns my work quickly</td>
<td>4.63</td>
<td>4.59</td>
<td>4.38</td>
<td>3.88</td>
<td>4.68</td>
<td></td>
<td>4.44</td>
<td></td>
</tr>
<tr>
<td>10 Teacher starts the class on time</td>
<td>4.87</td>
<td>4.75</td>
<td>4.74</td>
<td>4.44</td>
<td>4.75</td>
<td></td>
<td>4.74</td>
<td></td>
</tr>
<tr>
<td>11 Teacher ends the class on time</td>
<td>4.91</td>
<td>4.82</td>
<td>4.78</td>
<td>4.82</td>
<td>4.82</td>
<td></td>
<td>4.83</td>
<td></td>
</tr>
<tr>
<td>12 Teacher uses class time well</td>
<td>4.80</td>
<td>4.73</td>
<td>4.48</td>
<td>4.20</td>
<td>4.68</td>
<td></td>
<td>4.67</td>
<td></td>
</tr>
<tr>
<td>13 Teacher likes to teach</td>
<td>4.91</td>
<td>4.82</td>
<td>4.82</td>
<td>4.35</td>
<td>4.84</td>
<td></td>
<td>4.79</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL: RECAP OF QUESTIONS**  
- NC ESL Regular: 4.79  
- NC ESL Contract: 4.73  
- CR ESL Regular: 4.55  
- CR ESL Contract: 4.21  
- NC ESL Regular S '04: 4.74  
- NC ESL Contract S '04: 4.67

*Statistics also includes credit ESL 60 and below courses  
*Evaluations were not administered for NC/CR Tenure Review (Contract)*

### COMPARISON OF NC REGULAR FACULTY AND NC CONTRACT FACULTY

[Bar chart showing comparison of overall recap of questions for NC Regular and NC Contract faculty from F '03 to S '04]
# REGULAR EVALUATION FOR LIBRARIANS
## SPRING 2004

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>LB Regular S '04</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Presentation is organized</td>
<td>4.65</td>
</tr>
<tr>
<td>2 Adequate knowledge of research skills</td>
<td>4.61</td>
</tr>
<tr>
<td>3 Uses examples and illustrations effectively</td>
<td>4.42</td>
</tr>
<tr>
<td>4 Speaks clearly/understandably</td>
<td>4.50</td>
</tr>
<tr>
<td>5 Answers questions from students during or after the workshop</td>
<td>4.27</td>
</tr>
<tr>
<td>6 Shows interest and enthusiasm in teaching the class</td>
<td>4.25</td>
</tr>
<tr>
<td>7 Free of racial, sexual, religious &amp; political prejudices</td>
<td>4.87</td>
</tr>
<tr>
<td>8 Workshop was usefull and relevant to academic needs</td>
<td>4.30</td>
</tr>
<tr>
<td>9 Feels more confident about using the library resources</td>
<td>4.30</td>
</tr>
<tr>
<td>10 Overall evaluation of librarian</td>
<td>4.25</td>
</tr>
</tbody>
</table>

**OVERALL: RECAP OF QUESTIONS**

<table>
<thead>
<tr>
<th>LB Regular S '04</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.44</td>
</tr>
</tbody>
</table>

* This is the first semester student questionnaires have been administered to Librarians. Evaluations were not administered for Contract Tenure Librarians.

---

**REGULAR EVALUATION FOR LIBRARIANS**

![Bar Chart](image.png)

- Overall: Recap of Questions
  - S '04: 4.60
  - Regular: 4.40
## COMPARISON OF NC REGULAR FACULTY AND NC CONTRACT FACULTY
### SPRING 2004

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>NC Regular Faculty S '03</th>
<th>NC Contract Faculty S '03</th>
<th>NC Regular Faculty F '03</th>
<th>NC Contract Faculty F '03</th>
<th>NC Regular Faculty S '04</th>
<th>NC Contract Faculty S '04</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explains goals of the course</td>
<td>4.67</td>
<td>4.82</td>
<td>4.57</td>
<td>4.75</td>
<td>4.62</td>
<td>4.89</td>
</tr>
<tr>
<td>2. Prepares for class</td>
<td>4.72</td>
<td>4.95</td>
<td>4.70</td>
<td>4.86</td>
<td>4.76</td>
<td>4.96</td>
</tr>
<tr>
<td>3. Knows his/her subject</td>
<td>4.85</td>
<td>5.00</td>
<td>4.75</td>
<td>4.90</td>
<td>4.80</td>
<td>4.95</td>
</tr>
<tr>
<td>4. Presents material clearly</td>
<td>4.64</td>
<td>5.00</td>
<td>4.54</td>
<td>4.71</td>
<td>4.66</td>
<td>4.82</td>
</tr>
<tr>
<td>5. Returns assignments promptly</td>
<td>4.53</td>
<td>4.86</td>
<td>4.46</td>
<td>4.61</td>
<td>4.53</td>
<td>4.81</td>
</tr>
<tr>
<td>6. Makes class interesting</td>
<td>4.57</td>
<td>4.59</td>
<td>4.44</td>
<td>4.65</td>
<td>4.61</td>
<td>4.79</td>
</tr>
<tr>
<td>7. Allows time for questions and discussions</td>
<td>4.67</td>
<td>4.91</td>
<td>4.61</td>
<td>4.68</td>
<td>4.72</td>
<td>4.82</td>
</tr>
<tr>
<td>8. Makes you feel comfortable in the classroom</td>
<td>4.69</td>
<td>4.91</td>
<td>4.70</td>
<td>4.76</td>
<td>4.78</td>
<td>4.83</td>
</tr>
<tr>
<td>9. Appears enthusiastic about teaching</td>
<td>4.73</td>
<td>4.91</td>
<td>4.66</td>
<td>4.77</td>
<td>4.79</td>
<td>4.90</td>
</tr>
<tr>
<td>10. Shows courtesy and respect to students</td>
<td>4.77</td>
<td>5.00</td>
<td>4.80</td>
<td>4.84</td>
<td>4.80</td>
<td>4.85</td>
</tr>
<tr>
<td>11. Show interest in your progress</td>
<td>4.60</td>
<td>4.91</td>
<td>4.52</td>
<td>4.70</td>
<td>4.63</td>
<td>4.86</td>
</tr>
<tr>
<td>12. Keeps sufficient order in the classroom</td>
<td>4.66</td>
<td>4.73</td>
<td>4.63</td>
<td>4.66</td>
<td>4.66</td>
<td>4.89</td>
</tr>
<tr>
<td>13. Starts and ends class on time</td>
<td>4.70</td>
<td>4.86</td>
<td>4.77</td>
<td>4.75</td>
<td>4.76</td>
<td>4.66</td>
</tr>
<tr>
<td>14. Respects your individual efforts and opinions</td>
<td>4.71</td>
<td>4.91</td>
<td>4.72</td>
<td>4.79</td>
<td>4.77</td>
<td>4.83</td>
</tr>
<tr>
<td>15. Answers your questions</td>
<td>4.70</td>
<td>5.00</td>
<td>4.77</td>
<td>4.85</td>
<td>4.81</td>
<td>4.86</td>
</tr>
<tr>
<td>16. Respects racial, sexual, religious, and political groups</td>
<td>4.83</td>
<td>5.00</td>
<td>4.85</td>
<td>4.91</td>
<td>4.85</td>
<td>4.98</td>
</tr>
</tbody>
</table>

**OVERALL: RECAP OF QUESTIONS**

<table>
<thead>
<tr>
<th>Regular</th>
<th>Contract</th>
<th>Regular</th>
<th>Contract</th>
<th>Regular</th>
<th>Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.69</td>
<td>4.90</td>
<td>4.66</td>
<td>4.76</td>
<td>4.72</td>
<td>4.86</td>
</tr>
</tbody>
</table>

* Evaluation only occurred for one (1) NC Tenure Contract Faculty
### COMPARISON OF CREDIT REGULAR FACULTY AND CREDIT CONTRACT FACULTY

#### SPRING 2004

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Regular Faculty</th>
<th>Contract Faculty</th>
<th>Regular Faculty</th>
<th>Contract Faculty</th>
<th>Regular Faculty</th>
<th>Contract Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Organization of material</td>
<td>4.29</td>
<td>4.46</td>
<td>4.34</td>
<td>4.47</td>
<td>4.30</td>
<td>4.51</td>
</tr>
<tr>
<td>2 Presentation of material clear and understandable</td>
<td>4.25</td>
<td>4.40</td>
<td>4.26</td>
<td>4.40</td>
<td>4.25</td>
<td>4.40</td>
</tr>
<tr>
<td>3 Adequate knowledge of the subject matter</td>
<td>4.70</td>
<td>4.63</td>
<td>4.72</td>
<td>4.73</td>
<td>4.69</td>
<td>4.68</td>
</tr>
<tr>
<td>4 Relates subject matter to other fields and situations</td>
<td>4.27</td>
<td>4.12</td>
<td>4.28</td>
<td>4.31</td>
<td>4.26</td>
<td>4.22</td>
</tr>
<tr>
<td>5 Respects your efforts and opinions</td>
<td>4.48</td>
<td>4.55</td>
<td>4.51</td>
<td>4.59</td>
<td>4.51</td>
<td>4.50</td>
</tr>
<tr>
<td>6 Interests you in the subject and encourages you to learn more</td>
<td>4.28</td>
<td>4.29</td>
<td>4.29</td>
<td>4.40</td>
<td>4.30</td>
<td>4.28</td>
</tr>
<tr>
<td>7 Student responsibilities clear and encourages you to learn more</td>
<td>4.50</td>
<td>4.57</td>
<td>4.51</td>
<td>4.60</td>
<td>4.50</td>
<td>4.65</td>
</tr>
<tr>
<td>8 Grading system fair</td>
<td>4.44</td>
<td>4.42</td>
<td>4.44</td>
<td>4.47</td>
<td>4.41</td>
<td>4.43</td>
</tr>
<tr>
<td>9 Follows his/her stated grading system</td>
<td>4.59</td>
<td>4.65</td>
<td>4.62</td>
<td>4.67</td>
<td>4.59</td>
<td>4.66</td>
</tr>
<tr>
<td>11 Instructor available during office hours</td>
<td>4.44</td>
<td>4.51</td>
<td>4.43</td>
<td>4.54</td>
<td>4.42</td>
<td>4.50</td>
</tr>
<tr>
<td>12 Assignments relevant and helpful</td>
<td>4.38</td>
<td>4.46</td>
<td>4.44</td>
<td>4.49</td>
<td>4.42</td>
<td>4.51</td>
</tr>
<tr>
<td>13 Receptive to questions from students</td>
<td>4.52</td>
<td>4.57</td>
<td>4.54</td>
<td>4.61</td>
<td>4.55</td>
<td>4.58</td>
</tr>
<tr>
<td>14 Enthusiastic about teaching</td>
<td>4.55</td>
<td>4.63</td>
<td>4.58</td>
<td>4.70</td>
<td>4.58</td>
<td>4.66</td>
</tr>
<tr>
<td>15 Instructor meets and dismisses class at the scheduled times</td>
<td>4.49</td>
<td>4.53</td>
<td>4.52</td>
<td>4.61</td>
<td>4.52</td>
<td>4.70</td>
</tr>
<tr>
<td>16 Returns exam/homework promptly</td>
<td>4.49</td>
<td>4.64</td>
<td>4.51</td>
<td>4.60</td>
<td>4.55</td>
<td>4.66</td>
</tr>
<tr>
<td>17 Speaks clearly/understandably</td>
<td>4.50</td>
<td>4.63</td>
<td>4.49</td>
<td>4.62</td>
<td>4.53</td>
<td>4.57</td>
</tr>
<tr>
<td>18 Free of racial, sexual, religious &amp; political prejudices</td>
<td>4.72</td>
<td>4.79</td>
<td>4.77</td>
<td>4.81</td>
<td>4.75</td>
<td>4.79</td>
</tr>
<tr>
<td>19 Overall evaluation of instructor</td>
<td>4.30</td>
<td>4.37</td>
<td>4.33</td>
<td>4.46</td>
<td>4.31</td>
<td>4.42</td>
</tr>
</tbody>
</table>

**OVERALL: RECAP OF QUESTIONS**

<table>
<thead>
<tr>
<th>Regular</th>
<th>Contract</th>
<th>Regular</th>
<th>Contract</th>
<th>Regular</th>
<th>Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>S '03</td>
<td>4.45</td>
<td>S '03</td>
<td>4.50</td>
<td>F '03</td>
<td>4.47</td>
</tr>
<tr>
<td>F '03</td>
<td>4.55</td>
<td>S '04</td>
<td>4.46</td>
<td>S '04</td>
<td>4.53</td>
</tr>
</tbody>
</table>

---

c:evaluation/stats/rg.xls
**IMPORTANT DATES IN FACULTY EVALUATIONS**

**FALL 2006**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>COMPLETED BY</th>
</tr>
</thead>
</table>
| 1. **List of Faculty** to be evaluated sent to department chair.  
  - Department Chair reviews for accuracy and returns list. | August 7  
  - August 18 |
| 2. **Office of Instruction**  
  Choice of Evaluation form sent to evaluatee. | August 25 |
| 3. **Evaluatee** submits completed Choice of Evaluation to Brian Ellison,  
  Office of Instruction, C308. | September 1 |
| 4. **Office of Instruction** sends master list of evaluatees and their choices to department chairs. | September 8 |
| 5. **Department Chair** informs all evaluatees of the composition of their committees using the forms provided by the Office of Instruction.  
  (Evaluatees have **THREE (3)** days after notification to inform Brian Ellison, Dean of Instruction of any disqualifications.) | September 15 |
| 6. **Department Chair** corrects the master list, adding committee members’ names and indicating the chairperson of each committee, and submits it to Brian Ellison, Office of Instruction, C308.  
  **IMPORTANT: It is the responsibility of the Department Chair to notify faculty serving as evaluators.** | September 22 |
| 7. **Office of Instruction** provides committee chairs with evaluation forms and student questionnaires. | September 29 |
| 8. **Evaluation Committees** conduct classroom visitations for evaluates who have chosen peer or peer/management evaluation. Committee should begin administration of student questionnaires.  
  **IMPORTANT: Visits include pre-and post-conference sessions.** | October 2  
  - October 27 |
| 9. **Evaluatees** who have chosen self-evaluation complete and submit their evaluations to their committee chair to be reviewed by the committee. | October 27 |
| 10. **Evaluation Committees** complete administration of student evaluations and submit them to Brian Ellison, Office of Instruction, C308.  
  **IMPORTANT: Office of Instruction requires at least **FIVE (5)** working days to return student questionnaires and student analysis summary. | October 27 |
| 11. **Evaluation Committees** schedule follow-up visits, if necessary.  
  (Refer to Article 9.4.2.6.1 of District-AFT Contract Bargaining Agreement.) | October 30  
  - November 17 |
| 12. **Evaluation committees** meet with evaluates, obtain all necessary signatures, and submit completed documents with the student analysis summary document to Brian Ellison, Office of Instruction, C308. | **December 1** |
MEMORANDUM

TO: Department Chair

FROM: Dr. Brian E. Ellison  
Dean of Instruction

RE: Tenure Review Form

DATE: August 9, 2006

Enclosed is the TENURE REVIEW FORM for Fall 2006. Please review this form for accuracy, make the necessary corrections and/or additions, sign and return to my office. Once I have received this form I will send to each Tenure Review Committee Chair the required evaluation materials and the student questionnaires.

The TENURE REVIEW FORM is due Friday, August 25. Please send to: Brian Ellison, Office of Instruction (C308). As always, thank you in advance for your efforts regarding this matter.
TO: Committee Chairs for 1st and 2nd year Tenure Review

FROM: Dr. Brian E. Ellison  
Dean of Curriculum, Faculty Evaluation, and Tenure Review

RE: Early Tenure Candidacy

DATE: September 3, 2002

During the first and third fall semester of employment advancement to early tenure candidacy may occur for those undergoing tenure review. If early candidacy is sought, Forms 2 and 3 (see District-AFT Collective Bargaining Agreement) and all supporting documentation are to be submitted to my office not later than Friday, December 6, 2002.

If you have any questions or concerns, please feel free to contact me at my office (239-3328) or via email at bellison@ccsf.edu.

Thank you.