

Black = Existing
 Red = District Change
 Black BOLD = Moved to
 Red+Highlight = Moved from
 Red-Strike = SBCCD strikes
 SBCCDTA or original
 language
 Green = agreed changes
 Blue = SBCCDTA changes
 Blue-strike = SBCCDTA
 strikes District or original
 language
 Bright blue: current changes
 Blue highlight: SBCCDTA
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 blue, black, or red)
 Red BOLD: District Change

SBCCD Counter Proposal #6

From
 San Bernardino Community College District Teachers Association
 To
 San Bernardino Community College District

Article 16: Evaluation Procedure

April 30, 2021

D. Basic Terms of Evaluation

The basic terms upon which the formal evaluation is based may include:

1. Professional expertise in discipline ~~subject matter~~. The bargaining unit member shall demonstrate satisfactory knowledge and currency in the assigned role ~~subject(s) in which he/she they works~~. (e.g. education, experience, continuing professional development)
2. Methodologies: Techniques of instruction, presentation, and/or student interaction. The bargaining unit member shall:
 - a. Instructional Faculty
 - i. Use means of presenting subject content (e.g., lecture, discussion, or demonstration) ~~or programmed systems~~, which effectively facilitate learning and supports diversity and inclusion.; ~~provide variety in the types of teaching techniques used as appropriate;~~ **in online or hybrid partially online courses; appropriate online methodologies are utilized to achieve the outcomes and objectives and include regular, substantive interactions.**
 - ii. Employ fair and reasonable examinations, ~~and/or other assessments i.e.,~~ consistent with the objectives and outcomes of the course and ~~with the principal content of the course, aligned with the course outline of record. In online or hybrid courses, appropriate online methodologies are utilized.~~ **Regularly assess student learning and/or service area outcomes and evaluate assessment data.** Faculty shall not be evaluated on the results of the student learning and/or service area outcomes.
 - b. Non-Instructional Faculty
 - i. Use means of presenting subject content, (e.g., lecture, discussion, demonstration or workshops) which effectively facilitate learning **and supports diversity and inclusion.**

- ~~ii. e~~Employ fair and reasonable ~~examinations—assessments~~, if applicable, consistent with the objectives and outcomes and aligned with the ~~principle~~ principal content. ~~of the workshop~~. If applicable, ~~r~~Regularly assess student learning and/or service area outcomes and evaluate assessment data ~~as applicable~~.

3. Effectiveness of communication. The bargaining unit member shall:

a. Instructional Faculty

- i. Communicate ~~clearly~~ to the students the objectives and outcomes of the course by use of a syllabus that also identifies ~~related~~ resources available to students ~~that are related to the course~~ and ~~identifies~~ outlines how the course grade is to be determined.
- ii. Explain ~~clearly either orally, or by illustration, demonstration or example~~, the concepts which comprise the course material. ~~Express one's self clearly and respectfully~~ Demonstrate clear and respectful communication when engaged in dialogue with ~~his/her~~ their students, ~~and~~ colleagues, and others that they interact with on campus or in the community on behalf of the campus.

~~Demonstrate an attitude towards students and colleagues which is conducive to effective communication.~~

b. Non-Instructional Faculty

- i. ~~Demonstrate ability to e~~Communicate ~~clearly~~ the purpose, mission and scope of the program area.
- ii. ~~Clearly~~ Explain the department or program procedures to be followed.
- iii. ~~Express one's self clearly and respectfully~~ Demonstrate clear and respectful communication when engaged in dialogue with ~~his/her~~ their students, ~~and~~ colleagues, and others that they interact with on campus or in the community on behalf of the campus.

~~Demonstrate an attitude towards students and colleagues which is conducive to effective communication.~~

4. ~~Acceptance of responsibility~~ Contribution to campus culture and climate. The bargaining unit member shall demonstrate his/her acceptance of responsibility ~~to support and enhance campus culture and climate. by means other than instruction~~. This may be demonstrated by ~~any one or more~~ of the following but is not necessarily limited to ~~these items~~:

a. Regular, Contract and Temporary Faculty

- i. Participation in committee and other work of the District, and/or college.*
*Faculty in their 1st-first year are not required to serve on a committee. Committee assignments, club advisor duties, or other work that is within this category begins in the bargaining unit member's 2nd second year of full-time service.; however, first-year faculty are required to participate in new faculty orientation. In lieu of committee work, club advisor duties, or other work within this category, For all first year faculty, this includes are required to participate in new faculty orientation as delivered by the college, counts as committee work.
- ii. Participation in other academic work, e.g., department, division, and faculty meetings.
- iii. If applicable, mMaintain and submit accurate grades and outcomes assessments by the established deadline.
- iv. Adhering to the policies and regulations of the College and/or the District (Article 13, Section (B)(1)).

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b. Part-Time Faculty

- i. If applicable, mMaintain and submit accurate grades and outcomes assessments by the established deadline.
- ii. #Regular communication with faculty chairs and supervising evaluating manager.
- iii. Adhering to the policies and regulations of the College and/or the District (Article 13, Section (B)(9)).

~~-submission of required documents such as book requisitions, grades, SLO assessments, etc.~~

- ~~5. Goals. Full-time and part-time faculty shall propose and mutually agree upon goals. Once initial goals have been mutually agreed upon, faculty will report progress on previous goals, and establish new goals in subsequent evaluation cycles.~~
- 6. Performance in other or additional areas of responsibility if applicable. The bargaining unit member shall:—Function effectively in positions of additional responsibility, e.g., as department head chair, coach, faculty lead, or program coordinator, etc. or during reassigned time.

7. Faculty may have assignments that incorporate both instructional and non-instructional obligations. In these cases, the evaluation will include all ~~relevant elements~~ assigned roles.

~~The formal evaluation procedure may shall not include standardized or District-developed achievement or aptitude test results.~~

COMMENT: Tools are negotiated

4. ~~Non instructional bargaining unit members, such as counselors, librarians, etc., shall be evaluated by applicable portions of the components, items and procedures listed below:~~

- a. ~~Expertise in program area. The bargaining unit member shall:
Demonstrate satisfactory knowledge of the programs in which he/she works.~~
- b. ~~Techniques of instruction where appropriate for program area. The bargaining unit member shall:
Use means of presenting subject content, e.g., lecture, discussion, demonstration or workshops which effectively facilitate learning;
Employ fair and reasonable assessments, consistent with the objectives and the principal content of the workshop or course.~~
- c. ~~Effectiveness of communication. The bargaining unit member shall:
Demonstrate ability to communicate clearly the purpose, mission and scope of the program area;
Clearly explain the department or program procedures to be followed;
Express one's self clearly when engaged in dialogue with students, staff or faculty;
Demonstrate an approachable and clear communication style toward students, staff and colleagues.~~
- d. ~~Acceptance of responsibility. The bargaining unit member shall demonstrate his/her acceptance of responsibility. This may be demonstrated by any of the following items, but not necessarily limited to these items:
Participation in committee work of the District, and/or college;
Participation in other academic work, e.g., department, division, and faculty meetings;
Adhering to the policies and regulations of the College and/or the District.
Functioning effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.~~

2. ~~Teaching faculty assigned on line instruction shall be evaluated by applicable portions of the components, item and procedures listed below.~~

- a. ~~Expertise in subject matter. The bargaining unit member shall:~~

~~Demonstrate satisfactory knowledge of the subject(s) in which he/she works.~~

~~b. Techniques of instruction. The bargaining unit member shall:~~

~~Use means of presenting subject content on-line which effectively facilitate learning;~~

~~Provide variety in the types of on-line assignments used as appropriate;~~

~~Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.~~

~~c. Effectiveness of communication. The bargaining unit member shall:~~

~~Communicate clearly to the students the objectives of the course by use of an on-line introduction and syllabus that also identifies resources available to students that are related to the course and identifies how the course grade is to be determined;~~

~~Explain clearly the concepts which comprise the course material;~~

~~Express him/herself clearly when engaged in email communication or dialogue with his/her students;~~

~~Demonstrate prompt on-line communication with students.~~

~~d. Acceptance of responsibility. The bargaining unit member shall demonstrate his/her acceptance of responsibility by means other than instruction. This may be demonstrated by any of the following items, but not necessarily limited to these items:~~

~~Participation in committee work of the District, and/or college;~~

~~Participation in other academic work, e.g., department, division, and faculty meetings;~~

~~Adhering to the policies and regulations of the College and/or the District.~~

~~e. Performance in areas of responsibility other than in the classroom, if applicable. The bargaining unit member shall:~~

~~Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.~~

A. Formal Evaluation Procedure for Contract, Regular, Temporary, and Part-Time Employees Bargaining Unit Members

The Formal Evaluation Procedure shall include the following basic components, which are detailed below:

1. Initial Conference

2. Peer Observations

3. Student Evaluations Feedback Evaluations (if applicable)

Peer Mentor Observations (if applicable)

4. Evaluating Manager Observations (optional for part-time faculty at manager's discretion)*

4. Self-Evaluation

5. Evaluating Manager Observations (optional for part-time faculty at manager's discretion)* and Manager-Evaluation Summary

6. Final Conference

***Part-time faculty may have the peer observation only.**

Regular (tenured) faculty will have a complete evaluation every six (6) years and may have a condensed evaluation every three (3) years. A condensed evaluation shall consist of items 1 and 2 above, and may consist of any or all of items 3 through 6 if requested by the faculty member during the initial conference. With justification, the evaluating manager can extend a condensed evaluation to a complete evaluation and must communicate this change at the initial conference.

For Contract and Regular Employees

1. Initial Conference:

An initial conference between the evaluating manager and bargaining unit member shall occur before the formal evaluation procedure may begin. and This conference will include an explanation of the complete District evaluation procedure, including the process for responses and timelines. The evaluating manager and the evaluatee-bargaining unit member shall cooperate in the scheduling of the initial conference, which The evaluate unit member both parties shall attend. the initial conference. For part-time faculty evaluations, the evaluating manager may assign the initial conference to the peer evaluator.

2. Peer Observations:

~~Qualified peers are members of the academic staff faculty who are knowledgeable about the subject area and course content taught, including but not limited to or comparable teaching situations, and/or other faculty roles duties undertaken by the employee bargaining unit member undergoing evaluation. In the case of Counselors and librarians peer evaluators shall be faculty counselors or librarians, respectively, and Peer observations for other non-instructional faculty, shall be conducted by qualified peers or other faculty familiar through training or experience with the assignment of the bargaining unit member undergoing evaluation. The peer review process shall be on a departmental or divisional basis, as defined by the collective bargaining agreement. This process shall require that the qualified peers are representative of the diversity of California.~~

~~In consultation with the Association, the District shall provide training on in-service days at the beginning of each semester for faculty and managers who anticipate serving in an observer role. All observers full-time faculty shall complete this District provided training prior to serving in this role and at least once every two (2) years. Training on the peer evaluation process and forms will be available for faculty; flex time may be used to complete the training.~~

**Comment: Will add language to the peer evaluation form to comply with law.*

- a. Regular, Contract, and Temporary Full-Time Faculty. ~~One~~ Two qualified peers (tenured or tenure-track faculty) shall participate in the employee's bargaining unit member's evaluation. ~~For regular and contract faculty the One peer shall be selected by the Academic Senate President and one peer shall be selected by the employee~~

bargaining unit member being evaluated. In conjunction with a bargaining unit member choosing a peer to be their evaluator, this peer will be the mentor for contract and temporary faculty during the current evaluation year. The peer mentor shall be chosen prior to the second peer being selected by the Academic Senate.

- b. ~~For temporary and part-time Faculty, the~~ One peer shall participate in the bargaining unit member's evaluation. The peer shall be the appropriate faculty chair or full-time faculty designee. ~~For part-time faculty undergoing an improvement plan, the peer assigned shall serve as the peer mentor during the current evaluation year term. The peer evaluator shall be compensated for two (2) hours per part-time bargaining unit member evaluated, at the non-instructional rate.~~
- c. ~~b.~~ Peers shall base their review of the ~~employee~~ bargaining unit member on direct observations of the ~~employee~~ bargaining unit member in his/her their-and the instruction relationships and/or communications with students, ~~peers~~ colleagues, and other members of the college community.

The peer evaluation process will include and at least one of the following:

- i. ~~(i) direct~~ observation of the ~~employee~~ bargaining unit member in his/her their ~~primary~~ assigned roles utilizing the approved peer evaluation observation form. ~~and, during performance of his/her assigned duties in the classroom or on-line; for faculty with no student contact, if it is mutually agreed by the peer observer and the manager that observation is not possible, due to the role of the evaluatee, an interview may replace the observation.~~
 - ii. ~~(ii) an interview a follow-up consultation with the employee bargaining unit member regarding his/her their~~ **performance** observations on the items indicated in Section E-6 (1-5) (a-e) below;.
- d. ~~e.~~ The Each peers shall complete and submit the signed peer evaluation form in writing a statement of opinion regarding the ~~employee's~~ performance based on their observations to the bargaining unit member and the evaluating manager. A unit member, other than a Department Chairs, shall not be required to serve as a peer reviewer participate in more than two peer reviews per semester year unless the unit member so agrees. A unit member, other than a Department Chair, shall not be required to serve as a peer reviewer during any semester in which he/she is they are being evaluated unless the bargaining unit member so agrees.

3. Student Ratings Evaluations Feedback Evaluations:

Student ratings evaluations feedback evaluations of instructional and non-instructional (with direct student contact) bargaining unit **members' effectiveness** shall be conducted utilizing a mutually agreed upon tool. No student ~~ratings~~ evaluations will be included if the

position does not exercise direct student contact as part of the regular duties. To ensure confidentiality of student responses, the bargaining unit member shall not be present during administration of the ~~feedback~~ student evaluation tool.

a. ~~Instructional~~

- i. ~~Only the form negotiated in the collective bargaining agreement (*Student Evaluation of Instructional Faculty*) shall be used in this formal evaluation procedure for face-to-face classes. For online instruction, the form (*Student Evaluation of Online* Instructional Faculty*), shall be incorporated into an online format, approved by the Association, and be used in this formal evaluation procedure. Faculty being evaluated for a fully online course shall not use printed student evaluation forms.~~
- ii. ~~Students will administer the evaluations during class time, then collect and return the student evaluation forms to the appropriate staff or manager's office; the bargaining unit member shall not have any contact with the completed forms. For online instruction, the evaluation form shall be made available to students online, so that the results of the evaluation are transmitted directly and electronically to the appropriate staff or manager.~~
- iii. ~~To ensure confidentiality of student responses in face-to-face classes, the bargaining unit member shall not be present in the room when the students are completing the forms. To ensure confidentiality of student responses with an online evaluation, the students' responses shall be anonymous within a given course. The bargaining unit member shall not have the ability to alter the online evaluation tool or its responses.~~
- iv. ~~The college shall ensure that each bargaining unit member receives the blank student evaluation forms and/or the students receive access to the approved online form with sufficient time to meet the college's deadline.~~
- v. ~~With hybrid courses, the student evaluations may be administered either during face-to-face class time or online.~~

**Note to bargaining teams: Suggesting that a new form may be developed to include a couple questions relevant to the online environment that potentially impact student success.*

b. ~~Non-instructional (with direct student contact)~~

- i. ~~Only the appropriate form negotiated in the collective bargaining agreement (*Student Evaluation of Counselors* or *Student Evaluation of Librarians*) shall be used in this formal evaluation procedure. For online counseling, the *Counselors* form, incorporated into an online format and approved by the~~

~~Association, shall be used in this formal evaluation procedure. Faculty being evaluated for online counseling shall not use printed student evaluation forms to rate those appointments.~~

- ~~ii. Following interaction with the bargaining unit member, students will receive the student evaluation form from an appropriate manager or staff, and shall return it to a secure and locked box. Neither the bargaining unit member nor student workers shall have any contact with the forms. Only the appropriate manager shall have access to the completed forms. For online counseling, the form shall be made available to students online so that the results of the evaluation are transmitted directly and electronically to the appropriate staff or manager.~~
- ~~iii. To ensure confidentiality of student responses, the bargaining unit member shall not be present in the room when students are completing the forms. For online counseling, the bargaining unit member shall not have the ability to alter the online evaluation tool or its responses.~~
- ~~iv. The college shall ensure that the blank student evaluation forms (or access to the approved online form for online counseling) are distributed to the students with sufficient time to meet the college's deadline.~~
- ~~v. Counselors who perform both face-to-face and online counseling shall receive student evaluations using both modalities.~~
- ~~e. Social/digital media sites. No peer evaluator or evaluating manager shall use content from social media (e.g., Rate My Professor) in the bargaining unit member's evaluation process.~~

4. Peer Mentoring

- ~~a. In order to promote faculty-centered professional development within the evaluation process, when applicable, each unit member being evaluated shall have one peer mentor.~~
 - ~~i. Contract faculty shall choose a peer mentor in each of the first four years.~~
 - ~~ii. Temporary full-time faculty shall choose a peer mentor in each of the first two years.~~
 - ~~iii. Regular and part time faculty shall only use peer mentors if they are being re-evaluated as part of an improvement plan.~~

**Note to bargaining teams: SBCCDTA's proposal of peer mentors must be negotiated in tandem with the corresponding compensation (f). We will not agree to adding peer mentors without the added compensation piece.*

4. Surveys to provide constituency feedback to non-instructional faculty without student contact as defined in Article 13:

~~Surveys will be distributed to appropriate individuals constituency group who have regular interaction with the evaluate throughout the course of their work. Evaluations of instructional and non-instructional (without direct student contact) bargaining unit members' effectiveness shall be conducted utilizing a mutually agreed upon tool. To ensure confidentiality of responses, the bargaining unit member shall not be present during administration of the evaluation tool.~~

Commented [ZKL2]: 4/23 – unstruck language – (discussion regarding instrument)

4. Supervisor Evaluating Manager Observations and Summary:

~~There will be a direct observation of the unit member by the evaluating manager (and/or peer reviewer, for part time faculty) for the purpose of evaluating the employee's primary and other assigned roles and the relationships and communications with students, peers and other members of the District college community District. Observations made throughout the evaluation cycle of the employee's job performance as a member of the college community may shall also may be included. A written evaluation summary of prepared by the evaluating manager, shall include these their observations and recommendations, and the results of the student evaluations feedback evaluations or constituency surveys if applicable, and peer evaluation(s) review(s) will be included in the evaluation summary prepared by the evaluating manager.~~

1. The District may conduct additional observations during the Formal Evaluation Procedure. Faculty will be notified in advance, in writing, of any additional observations.

~~In consultation with the Association, the District shall provide training on in service days at the beginning of each semester for faculty and managers who anticipate serving in an observer role. All observers shall complete this District-provided training prior to serving in this role at least once every two (2) years.~~

5. Portfolio:

~~The unit member will submit a portfolio, which is representative of the unit member over the evaluation period. The portfolio will include:~~

- ~~a. Progress on goals identified in prior evaluation cycle. (If this is the first evaluation this is not required)~~

- ~~b. Syllabi from all courses taught during the evaluation cycle (instructional faculty) OR Group presentation documents (i.e. workshop outlines, presentation slides, etc.) (non-instructional faculty—if appropriate)~~
- ~~c. Review of professional development activity (activity, implementation strategies and impact)~~
- ~~d. Reflection on student survey results~~
- ~~e. Reflection on peer observation~~
- ~~f. Contribution to campus/district (committee assignments, special projects, club advising, etc.)~~
- ~~g. Related external activity (if appropriate) i.e. regional, state, national boards/associations~~
- ~~h. Goals for next evaluation cycle~~
- ~~i. Brief portfolio summary statement~~
- ~~j. Additional items for specific assignments:~~
 - ~~Department chairs who are undergoing regular evaluation the portfolio will include reflection gathered through the feedback process identified in Appendix A-4a section C.; faculty leads and/or coordinators will include reflection of progress on assigned project/program goals; coaches will include reflection on progress toward student athlete and athletic program accomplishments.~~
- ~~k. For contract faculty the portfolio will be cumulative for the employment period leading to permanent status.~~

4. Self-Evaluation

The bargaining unit member will complete a ~~brief summary~~ statement, based on the current evaluation cycle, using the ~~form that represents their primary role~~ agreed upon content of the self-evaluation tool: *Self-Evaluation Guidelines for Instructional/Online or Non-Instructional Bargaining Unit Member*.

Keeping in mind the need to integrate equity and/or diversity in all areas of your work, please address the following items:

REQUIRED

- a. Discuss how you have demonstrated support of student success (e.g., modifications to your course structure, ~~or~~ approach to working with students, an analysis of disproportionate impact in classes taught by the faculty member and strategies for addressing any disproportionately impacted groups).
- b. Describe one or two successes you have had in your role on campus. ~~working with your students or constituents (if applicable).~~

- c. Discuss your contribution to campus community and culture (e.g., committee work, student life activities, updating class materials, communication with department faculty). *not required for part-time
- d. Describe any research, seminars, trainings, or other work completed in order to expand or enhance expertise that would benefit job performance.
- e. Reflect on the results of your peer evaluations and, if applicable, student or constituent (if applicable) and evaluations, or other evaluation feedback as applicable.

OPTIONAL

- f. Explain what the District can do to support you (e.g., training, resources, achieving goals) if applicable.
- g. **Goals to be mutually agreed upon by the faculty and supervising manager. Faculty will report progress on previous goals and establish new goals in subsequent evaluation cycles.**
- h. g. Add anything else if desired, as related to integrating equity and/or diversity into your work.

5. Supervisor Evaluating Manager Observations and Summary:

There will be a direct observation of the unit member by the evaluating manager (and/or peer reviewer, for part-time faculty at the discretion of the evaluating manager for part-time faculty) for the purpose of evaluating the employee's primary and other assigned roles and the relationships and communications with students, peers and other members of the District college community District. Observations made throughout the evaluation cycle of the employee's job performance as a member of the college community may shall also may be included. A written evaluation summary of prepared by the evaluating manager, shall include these their observations and recommendations, and the results of the student evaluations feedback evaluations or other surveys if applicable for employees without student contact or constituency surveys if applicable, and peer evaluation(s) review(s). will be included in the evaluation summary prepared by the evaluating manager.

4. The District may conduct additional observations during the Formal Evaluation Procedure. Faculty will be notified in advance, in writing, of any additional observations.

- a. Professional expertise in subject matter Describe efforts to expand and enhance discipline and pedagogical expertise. If applicable, include information related to external activity such as regional, state, or national boards/associations.
- b. Methodologies/Techniques of instruction Describe methodologies utilized where as appropriate to assigned role for program area.
 - i. Instruction Pedagogical methodologies utilized in the classroom and other instructional settings that support student success. Identify strategies used to

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- i. Establish and maintain regular and effective contact. Include approaches used to support diversity and inclusion (include copies of course syllabi and other relevant material).
 - ii. Non-Instructional (with student contact) Methodologies utilized in interactions with students via one-on-one sessions, workshops, etc. Include approaches used to support diversity and inclusion (include workshop outlines and other relevant materials).
 - iii. Non-Instructional (without student contact) Methodologies utilized in interactions with the college community to inform or support student success via one-on-one sessions, workshops, presentations, etc. Include approaches used to support diversity and inclusion (include workshop outlines and other relevant materials).
- c. Effectiveness of communication. Discuss communication with students and the campus community.
- d. Acceptance of responsibility Contribution to campus culture and climate. As appropriate to full-time or part-time role, as outlined in Article 13, include current committee and other projects and discuss your role. This also includes, but is not limited to participation in office hours, division/departments meetings, orientations, professional development, committees, etc.
- e. Performance in areas of responsibility other than in the classroom, if applicable. Department chairs who are undergoing regular evaluation will include reflection gathered through the feedback process identified in Appendix A 4a section C.; faculty leads and/or coordinators will include reflection of progress on assigned project/program goals; coaches will include reflection on progress toward student athlete and athletic program accomplishments.
- f. Goals. Propose goals for the upcoming evaluation cycle to be discussed and be mutually agreed upon at the summary meeting. For subsequent evaluations, reflect on progress towards goals and propose new goals.

6. Final Conference:

- a. The results of the formal evaluation, its summary, and all related support documents shall be provided to the bargaining unit member no later than December 15 for any formal evaluation during the fall semester and no later than May 15 for any formal evaluation during the spring semester including the portfolio will be discussed in a final conference between the evaluating manager and the bargaining unit member.
- b. A copy of the final summary and all official evaluation documents to be placed in the employee file will be provided to the unit member at that the beginning of the meeting. In addition, the process for responses will be reviewed by the evaluating manager will notify the bargaining unit member of their right to respond to the evaluation. The

~~evaluating manager and the bargaining unit member shall cooperate in the scheduling of the final conference, which both parties shall attend.~~

- ~~c. If an evaluation outcome other than satisfactory is likely, the evaluating manager shall notify the bargaining unit member for the purposes of coordinating a union representative for the final conference. The unit member shall attend the final conference.~~
- d. This conference will occur no later than the last day of the respective semester, per the approved academic calendar, for any formal evaluation. The evaluating manager and the bargaining unit member will cooperate in the scheduling of the final conference, which both parties shall attend.
- e. The formal evaluation summary shall be dated and signed by the evaluating manager. The bargaining unit member shall sign and date the formal evaluation summary when it is received. Such signature, by itself, shall not be interpreted as agreement with the contents or findings of the formal evaluation summary.

For Temporary Employees

~~An initial conference between the evaluator or designee and bargaining unit member shall occur before the formal evaluation procedure may begin and will include an explanation of the District evaluation procedure. The evaluator or designee and the evaluatee shall cooperate in the scheduling of the initial conference. The evaluatee shall attend the initial conference.~~

1. The Formal Evaluation Procedure shall include the following basic components:

- ~~a. Student ratings of instructional bargaining unit members' effectiveness, and non-instructional when appropriate.~~
- ~~b. Comprehensive written self-assessment by the bargaining unit member based on duties performed and related to the specific assignment of the bargaining unit member.~~
- ~~c. Written observations and assessments by the evaluator.~~
- ~~d. Course syllabus.~~

3. The Formal Evaluation Procedure shall include a peer review process.

- ~~a. Qualified peers are members of the academic staff who are knowledgeable about the subject area and course content taught by the employee undergoing evaluation and experienced in comparable types of teaching situations. In the case of counselors and librarians, and other non-instructional faculty, qualified peers are members of the~~

counseling staff or other faculty familiar through training or experience with the assignment of the employee undergoing evaluation. [The non-instructional faculty evaluation process is addressed in section C. 7. The process for evaluating on-line instruction is addressed in section C. 8.]

- b. For contract and regular employees, two qualified peers shall participate in the employee's evaluation. The two shall consist of one peer to be selected by the Academic Senate and one peer to be selected by the employee being evaluated.
- c. For temporary employees, only one peer shall participate in the employee's evaluation. The peer shall be selected by the Division Dean or appropriate Department Head.
- d. Peers are responsible for review of the employee on the items specified in 6 a-e below.
- e. Peers shall base their review of the employee on observations of the employee in his/her relationships and communications with students, peers and other members of the college community and one of the following:
 - (i) Direct observation of the employee during performance of his/her assigned duties in the classroom or on-line;
 - (ii) Interview with the employee regarding his/her performance on the items indicated in section 6 a-e below;
- f. Each of the two peers shall submit in writing a statement of opinion regarding the employee's performance on the items of evaluation. A unit member, other than Department Heads, shall not be required to participate in more than two peer reviews per year unless the unit member so agrees. A unit member, other than a Department Head, shall not be required to serve as a peer reviewer during any semester when he/she is being evaluated unless the unit member so agrees.

*BASIC TERMS MOVED UP

B. Basic Terms of Evaluation

The basic terms upon which the formal evaluation is based may include:

- 8. Expertise in subject matter. The bargaining unit member shall demonstrate satisfactory knowledge and currency in the subject(s) in which he/she works. (e.g. education, experience, continuing professional development)
- 9. Techniques of instruction, presentation, and/or student interaction. The bargaining unit member shall:
 - a. Instructional Faculty

i. Use means of presenting subject content (e.g., lecture, discussion, or demonstration) or programmed systems, which effectively facilitate learning; provide variety in the types of teaching techniques used as appropriate; In online or hybrid courses, appropriate online methodologies are utilized;

ii. Employ fair and reasonable examinations, or assessments i.e., consistent with the objectives and outcomes of the course and with the principal content of the course aligned with the course outline of record. In online or hybrid courses, appropriate online methodologies are utilized.

b. Non-Instructional Faculty

i. Use means of presenting subject content, (e.g., lecture, discussion, demonstration or workshops) which effectively facilitate learning;

ii. Employ fair and reasonable examinations—assessments, if applicable, consistent with the objectives and outcomes and aligned with the principle principal content. of the workshop.

10. Effectiveness of communication. The bargaining unit member shall:

a. Instructional Faculty

i. Communicate clearly to the students the objectives and outcomes of the course by use of a syllabus that also identifies related resources available to students that are related to the course and identifies outlines how the course grade is to be determined;

ii. Explain clearly either orally, or by illustration, demonstration or example, the concepts which comprise the course material;

iii. Express one's self clearly and respectfully when engaged in dialogue with his/her their students, and colleagues, and others that they interact with on campus. or in the community on behalf of the campus;

Demonstrate an attitude towards students and colleagues which is conducive to effective communication.

b. Non-Instructional Faculty

i. Demonstrate ability to Communicate clearly the purpose, mission and scope of the program area;

ii. Clearly Explain the department or program procedures to be followed;

- iii. Express one's self clearly and respectfully when engaged in dialogue with their students, staff colleagues, or faculty and others that they interact with on campus, or in the community on behalf of the campus;

Demonstrate an attitude towards students and colleagues which is conducive to effective communication.

11. Acceptance of responsibility. The bargaining unit member shall demonstrate his/her acceptance of responsibility, by means other than instruction. This may be demonstrated by any of the following but is not necessarily limited to these items:

a. Regular, Contract and Temporary Faculty

- i. Participation in committee and other work of the District, and/or college;
- ii. Participation in other academic work, e.g., department, division, and faculty meetings;
- iii. Adhering to the policies and regulations of the College and/or the District (Article 13, Section (B)(1)).

b. Part-Time Faculty

- i. Adhering to the policies and regulations of the College and/or the District (Article 13, Section (B)(9));
 - ii. Regular communication with faculty chairs and supervising evaluating manager;
- submission of required documents such as book requisitions, grades, SLO assessments, etc.

12. Performance in other or additional areas of responsibility if applicable. The bargaining unit member shall function effectively in positions of additional responsibility, e.g., as department head, chair, coach, faculty lead, or program coordinator, etc. or during reassigned time.

13. Faculty may have assignments that incorporate both instructional and non-instructional obligations. In these cases, the evaluation will include all relevant elements.

The formal evaluation procedure may shall not include standardized or District-developed achievement or aptitude test results.

4. Non-instructional bargaining unit members, such as counselors, librarians, etc., shall be evaluated by applicable portions of the components, items and procedures listed below:

e. Expertise in program area. The bargaining unit member shall:
Demonstrate satisfactory knowledge of the programs in which he/she works.

f. Techniques of instruction where appropriate for program area. The bargaining unit member shall:
Use means of presenting subject content, e.g., lecture, discussion, demonstration or workshops which effectively facilitate learning;
Employ fair and reasonable assessments, consistent with the objectives and the principal content of the workshop or course.

g. Effectiveness of communication. The bargaining unit member shall:
Demonstrate ability to communicate clearly the purpose, mission and scope of the program area;
Clearly explain the department or program procedures to be followed;
Express one's self clearly when engaged in dialogue with students, staff or faculty;
Demonstrate an approachable and clear communication style toward students, staff and colleagues.

h. Acceptance of responsibility. The bargaining unit member shall demonstrate his/her acceptance of responsibility. This may be demonstrated by any of the following items, but not necessarily limited to these items:
Participation in committee work of the District, and/or college;
Participation in other academic work, e.g., department, division, and faculty meetings;
Adhering to the policies and regulations of the College and/or the District;
Functioning effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

5. Teaching faculty assigned on-line instruction shall be evaluated by applicable portions of the components, item and procedures listed below.

f. Expertise in subject matter. The bargaining unit member shall:
Demonstrate satisfactory knowledge of the subject(s) in which he/she works.

g. Techniques of instruction. The bargaining unit member shall:
Use means of presenting subject content on-line which effectively facilitate learning;
Provide variety in the types of on-line assignments used as appropriate;
Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.

h. Effectiveness of communication. The bargaining unit member shall:

Communicate clearly to the students the objectives of the course by use of an on-line introduction and syllabus that also identifies resources available to students that are related to the course and identifies how the course grade is to be determined;

Explain clearly the concepts which comprise the course material;

Express him/herself clearly when engaged in email communication or dialogue with his/her students;

Demonstrate prompt on-line communication with students.

i. Acceptance of responsibility. The bargaining unit member shall demonstrate his/her acceptance of responsibility by means other than instruction. This may be demonstrated by any of the following items, but not necessarily limited to these items:

Participation in committee work of the District, and/or college;

Participation in other academic work, e.g., department, division, and faculty meetings;

Adhering to the policies and regulations of the College and/or the District.

j. Performance in areas of responsibility other than in the classroom, if applicable. The bargaining unit member shall:

Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

6. Contract employees shall be evaluated at least once in each academic year. Regular employees shall be evaluated at least once in every three academic years. Temporary employees shall be evaluated within the first year of employment. Thereafter, evaluation shall be at least once every six regular semesters.

7. 44. Formal evaluations during the summer session must meet all the requirements of provision Section D of this Article, "Formal Evaluation Procedures." and shall be mutually agreed upon by the evaluator evaluating manager and evaluatee bargaining unit member.

*COMMENT – SHOULD BE MOVED TO FREQUENCY

4. **F. If the formal evaluation summary cites specific deficiencies ~~for part-time, full-time temporary, or regular faculty~~, for non-probationary faculty (part-time, full-time temporary, tenured faculty), the evaluating manager shall schedule a meeting with the evaluatee bargaining unit member to discuss appropriate steps for improvement. The evaluating manager shall give specific written recommendations for improvement included as part of their evaluation summary. If the subsequent formal evaluation summary indicates that the deficiencies have been corrected substantial progress has been made towards correcting the deficiencies, a written statement of such improvement shall be prepared and signed by the evaluating manager and attached to the earlier formal evaluation summary** placed in the bargaining unit member's personnel file. A copy shall also be provided to the bargaining unit member.

For probationary faculty (tenure-track full-time faculty), see Tenure Review section.

REMOVE FROM THIS SECTION AND ADDRESS IN TENURE REVIEW SECTION:

For probationary faculty, the tenure review committee shall create the improvement plan in consultation with the ~~evaluating manager and the~~ bargaining unit member, (as described in the Tenure Review section below). The evaluating manager may submit written recommendations for the improvement plan to the tenure review committee.

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ADDITIONS/CHANGES

~~A signed and dated copy of the statement showing improvement shall be given to the bargaining unit member and Human Resources for inclusion in the permanent file. The bargaining unit member shall also be provided acknowledgement of receipt by Human Resources.~~

8. ~~G. In the event of any dispute~~ The bargaining unit member may provide a written response **regarding to any of the contents or findings of the formal evaluation summary, the bargaining unit member may prepare a written response within thirty (30) calendar business days of receipt of the formal evaluation summary.** ~~The written~~ This response shall be emailed to the evaluating manager, area Vice President, College President, Association President, and Vice Chancellor of Human Resources. The response shall also signed and provided to the evaluating manager and Human Resources to **be attached to the formal evaluation summary in the personnel file.** The bargaining unit member shall be provided acknowledgement of receipt from Human Resources within 10 business days of submittal. **The content of the evaluation shall not be grievable.**

~~2. H. The District may conduct additional evaluations and observations or assessments if deemed necessary to augment and be included in according to the criteria of during the Formal Evaluation Procedure. Faculty will be notified in advance, in writing, of any additional observations. — MOVED TO MANAGER OBSERVATION SECTION~~

5. ~~The formal evaluation summary and all related support documents shall be provided to the bargaining unit member no later than December 15 for any formal evaluation during the fall semester and no later than May 15 for any formal evaluation during the spring semester. Before the formal evaluation summary is completed, the bargaining unit member shall be given an opportunity to discuss the evaluation procedure and the possible result or results of the formal evaluation summary with the evaluator. The formal evaluation summary shall be dated, and signed by the evaluator. The evaluatee shall sign and date the formal evaluation summary when it is received. Such signature, by itself, shall not be interpreted as agreement with the contents or findings of the formal evaluation summary. **See 6. Final Conference **~~

6. In the event of any dispute regarding any of the contents or findings of the formal evaluation summary, the bargaining unit member may prepare a written response within thirty (30) calendar days of receipt of the formal evaluation summary. The written response shall be attached to the formal evaluation summary in the personnel file. The content of the evaluation shall not be grievable.

7. If the formal evaluation summary cites specific deficiencies, the evaluator shall schedule a meeting with the evaluatee to discuss appropriate steps for improvement. The evaluator shall give specific written recommendations for improvement. If the subsequent formal evaluation summary indicates that the deficiencies have been corrected, a written statement of such improvement shall be prepared and signed by the evaluator and attached to the earlier formal evaluation summary.

7. The District has the responsibility to prepare and utilize evaluation forms and other forms relating to the evaluation and assessment of the job performance of each bargaining unit member as recommended by the Working Committee. Before the District utilizes any printed or standardized evaluation form, the Association shall be given an opportunity to review and consult on the forms.

8. The District may conduct additional observations or assessments to augment and be included in the Formal Evaluation Procedure.

Sheri Lillard

Accepted for SBCCDTA by Sheri Lillard

Kristina Hannon

Presented by SBCCD by Kristina Hannon