

COLLEGE FACULTY APPRAISAL GUIDE

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

Revised January 2015
Faculty Evaluation Coordinators
San Diego City, Mesa, and Miramar Colleges
Based on the current College Faculty Collective Bargaining Agreement --September 2011

Introduction

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

In addition, the booklet lists several “examples of performance” for each criterion. These examples primarily describe behaviors that may indicate whether, how, and how well a faculty member meets the various criteria. **This booklet is to be used as a guide in the evaluation process and is not part of the official or unofficial record** as described in Article XV, Section 15.1.8 of the Collective Bargaining Agreement between the AFT Guild and the San Diego Community College District (latest revision – September, 2011).

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PART I: STANDARDS FOR TENURE AND PROMOTION

The following section is from **Article VIII, Section A** of the AFT Guild-San Diego Community College District Collective Bargaining Agreement (September 2011) (CBA)

A4.9 Tenure for College Faculty Only

A4.9.1 Statement of Purpose

The Guild and the District agree that the period during which prospective members of the permanent faculty of the San Diego Community College District are reviewed for tenure is understood best as a continuation of the search and selection process. In fact, the parties regard the tenure recommendation made to the Chancellor and the Board of Trustees as even more important than the initial decision to hire. The parties affirm that tenure review by faculty and administrators must be a careful and thorough process, since it is one which will result in a decision crucial to the faculty member's professional future and to the future quality of our colleges' academic programs.

Consequently, tenure decisions generally will be made at the end of the fourth (4th) probationary year, except in cases of rare and compelling circumstances.

A faculty member must have served seventy-five percent (75%) or more of the number of days in the current year's contract assignment in order to have that year count as a year served.

A4.9.2 Standards for Tenure (at the end of four (4) full probationary years)

A4.9.2.1 The candidate shall have achieved competent performance in classroom teaching and/or in the development, coordination, and implementation of student services activities, and in carrying out other responsibilities specified in the appropriate position announcement.

A4.9.2.2 The candidate shall have demonstrated respect for student rights and consistent attempts to meet student needs.

A4.9.2.3 The candidate shall have demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the teaching profession, as defined in the American Association of University Professors' "Statement on Professional Ethics" (as amended and adopted by the Academic Senate for California Community Colleges).

A4.9.2.4 The candidate shall have demonstrated sensitivity to the issues of diversity.

A4.9.2.5 The candidate shall have demonstrated continued currency in his/her discipline or non-classroom area of assignment, plus evidence of professional growth.

A4.9.3 Evaluation and Recommendation

A4.9.3.1 Evidence of competence, respect for student rights, respect for colleagues and the ethics of the teaching profession, sensitivity to the issues of diversity, currency, and realization of professional growth shall be obtained from a careful analysis of administrative evaluations, peer evaluations and student evaluations over a period of time, and from a critical reading of materials submitted by the candidate.

Recommendations regarding tenure shall be based upon this evidence alone.

A4.9.3.2 The effective recommendation regarding the candidate's performance shall be made by his/her Evaluation Committee, under the provisions of Article XV of this Agreement.

A4.9.4 Standards for **Early** Tenure (at the end of two (2) full probationary years)

The candidate shall have demonstrated performance which **exceeds standards** in the areas described in A4.9.2 above. The effective recommendation regarding the candidate's performance shall be made by his/her Evaluation Committee, under the provisions of Article XV of this Agreement. A decision not to grant early tenure is neither grievable nor appealable.

A4.9.5 Standards for **Early** Tenure (at the end of one (1) full probationary year)

The candidate shall have demonstrated **exceptional performance** in the areas described in A4.9.2 above. The effective recommendation regarding the candidate's performance shall be made by his/her Evaluation Committee, under the provisions of Article XV of this Agreement. A decision not to grant early tenure is neither grievable nor appealable.

A4.9.6 Additional Requirements for the Granting of **Early** Tenure

In addition to the performance requirements specified in A4.9.4 and A4.9.5 above, the candidate's Evaluation Committee must offer clear and compelling reasons for the granting of early tenure (**either** one (1) year or two (2) year).

A4.9.7 Tenure Review Committees

Tenure Review Committees shall be established by each of the Academic Senates. These committees are to be comprised of one (1) tenured faculty representative from each School and one (1) faculty EEO representative from that College, who has been certified by the District EEO office. Such committee shall review all tenure recommendations, positive and/or negative, to see if they are procedurally correct and meet general College and District standards. The Senate committee shall make the final college-level recommendation on tenure to the appropriate President. The President's recommendation shall not be grievable; however, the candidate may appeal the denial of tenure to the Committee on Academic Personnel (CAP), under the provisions of Article XV, Section 15.9.12 of this Agreement.

A4.10 Promotions for College Faculty Only

A4.10.1 Definition

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

A4.10.2 General Policies

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

A full year of service is defined as having worked for at least seventy-five percent (75%) of the number of days in the evaluatee's current yearly contract assignment, unless expressly contraindicated by another article of this Agreement, or state or federal law. In any case, faculty eligible for promotion shall be expected to meet or exceed the promotional standards outlined in this Article in order to be promoted.

A4.10.3 General Standards

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

For eligibility for promotion from Assistant to Associate Professor, the candidate must have served a minimum of four (4) years at the rank of Assistant Professor, and must show evidence that he/she has grown professionally and consistently has sought to meet student needs, in both the classroom and in non-classroom environments. A successful candidate for the rank of Associate Professor will have remained current in the field, and will have improved his/her teaching in some demonstrable way. He/she also will have demonstrated professional growth in one or more of the following ways: completion of additional appropriate course work (if applicable), attendance at professional conferences, service on campus and/or District committees, professional and/or community service, or, the production of some creative work. Evidence of professional growth will be drawn from a careful analysis of student evaluations and peer evaluations over a period of time, and from a critical reading of materials submitted by the candidate.

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

A4.10.4 Professional Evaluation

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

A4.10.5 Salary Impact

A4.10.5.1 The awarding of a promotion to the rank of Associate Professor and/or Professor will result in a special one-step advancement on the salary schedule, in addition to any step advancement to which the faculty member may be entitled under the provisions of A4.1.

A4.10.5.2 An unappealed or a sustained denial of promotion will not affect a faculty member's salary scale step advancement for the year subsequent to initial eligibility for promotion, and he/she may apply for promotion during that year; however, if a faculty member is not promoted in rank by the end of the second year of his/her eligibility (fifth year in current rank), the faculty member's salary will be "frozen" at his/her current step until a favorable promotional decision is granted.

A4.10.6 Exemptions

Faculty who were hired on Schedule A prior to July 1, 1985, who are not at the Professor rank will be granted that rank effective January 1, 1991, with no salary impact.

PART II: EVALUATION PROCEDURES

The following section is from the AFT Guild-San Diego Community College District Collective Bargaining Agreement (September 2011) (CBA)

ARTICLE XV - EVALUATION OF FACULTY

15.1 TENURED AND TENURE-TRACK COLLEGE FACULTY

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

15.1.1 Purposes

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

Evaluation committee members should refer to Article VIII, Sections A4.9 and A4.10, for general standards regarding tenure and promotion.

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

15.1.2 Frequency

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

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

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

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

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

15.1.3 Timelines

15.1.3.1 Probationary and promotional evaluations shall be performed during the fall semester; all other evaluations shall be performed during the spring semester.

15.1.3.2 Evaluation committees shall endeavor to be convened, and the first committee meeting held, by the fifth week of the semester.

15.1.3.3 Evaluation committees shall endeavor to complete class visits and student evaluations no later than ten (10) working days prior to the last day of the semester.

15.1.3.4 All materials, including those provided by the evaluatee, must be submitted and all Evaluation Committee meetings must be completed no later than five (5) working days prior to the last day of the semester, unless expressly approved by the appropriate Vice President, in consultation with the appropriate Guild contract vice-president.

15.1.3.5 Notification of Evaluation Committee decisions must be forwarded to the appropriate Vice President no later than the last day of the semester unless expressly approved by the appropriate Vice President, in consultation with the appropriate Guild contract vice-president.

15.1.3.6 Notification that the evaluatee's Performance Review File is complete, including written comments from the Vice President when appropriate, must be forwarded to the appropriate Academic Senate committee (the TPRC) by the last day of the first week of the following semester, unless expressly approved by the appropriate Vice President, in consultation with the appropriate Guild contract vice-president.

15.1.3.7 The recommendations of the TPRC must be forwarded to the appropriate President no later than ten (10) working days after receipt of the above notification from the Vice President.

15.1.4 Evaluation Instruments

The comprehensive evaluation of faculty will utilize one of the "Faculty Appraisal" booklets and forms, referenced in Appendix II of this Agreement, and the procedures delineated herein. The District shall ensure that each site is supplied with a sufficient quantity of these booklets and forms. For non-classroom faculty on special assignment, these evaluation booklets and appraisal forms may be modified based on the written mutual agreement of the evaluatee and appropriate manager, in consultation with the appropriate Guild contract vice-president. Faculty will be evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes.

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

15.1.5.1 Mandatory student evaluations, using the official student evaluation instruments (attached to this Agreement in Appendix III) and procedures delineated herein, will be completed by two (2) classes each year (one [1] per semester if possible) for tenured faculty, and by two (2) classes each semester for probationary faculty. The student evaluation instrument will be available in both Scantron (for face-to-face interactions) and Online (for online interactions) forms. The page format of the instrument may vary between the Scantron and Online versions, but the questions will be the same in both versions. Completed student evaluation instruments from previous semesters will be included in the evaluatee's performance review file (PRF) except for faculty on a triennial evaluation cycle who will only have student evaluation instruments from the previous fall semester provided they have been administered. Only the summary forms will be included for evaluations conducted by classes for which grades have not yet been submitted.

15.1.5.2 Student evaluation packets will be sent to each tenured/tenure-track faculty member each semester. Each tenured or tenure-track member of the faculty shall select two (2) classes to be surveyed. The second class shall be a different preparation, unless the evaluatee has only a single preparation. Each adjunct member of the faculty shall select one (1) class to be surveyed. Only those classes so designated will evaluate the faculty member officially during that particular semester or year.

15.1.5.3 Faculty members shall fill out class identification forms for each class to be surveyed, and shall give those and the evaluation packets to a selected student in each affected face-to-face class who will administer the evaluations no later than the date established by the campus Evaluation Coordinator. If an online class/counseling session is chosen by the faculty member for evaluation, the faculty member will notify the

evaluation coordinator and then request online evaluation services from SDCCD Computing Services by completing an online form to provide the same information as is required on the class identification forms used for in-class evaluations. Computing Services will provide the faculty member with an URL Internet address for students to use and the faculty member will publish the URL at the appropriate place in the online course/counseling session, no later than the date established by the campus Evaluation Coordinator.

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

15.1.5.5 The student who administers classroom evaluations will return them immediately after class to the appropriate Vice President's office or to another campus office designated by the College President.

15.1.5.6 Student evaluations for counseling faculty shall be available to all students who utilize non-classroom services beginning in the third (3rd) week of the semester and continuing until thirty-five (35) evaluations have been submitted. The appropriate manager will be responsible for collecting these evaluations. Evaluation forms shall only be completed by students who have had an opportunity to spend an ample amount of time in direct contact with the faculty member so that the evaluation is meaningful. Students who have only casual contact with the faculty member shall not evaluate the faculty member.

15.1.5.7 When the completed classroom student evaluation forms are returned to the designated campus office, they are to be forwarded to Computing Services (CS) at the District Office. Online evaluations are submitted directly to CS by the online students.

15.1.5.8 When the tabulated forms and accompanying data printouts are returned by CS to the designated campus instructional/student services office, the File Custodian will retain one (1) copy per class per tenured/tenure-track faculty of the "Faculty Evaluation" data printouts. These will be placed in the faculty member's PRF. The student evaluation forms and the second (2nd) copy of the data printout will be maintained in confidential envelopes established for each faculty member as the evaluations flow in. Online evaluations will be tabulated by CS and printouts will be generated with summary data and the content of any test comments. These printouts will be sent to the designated campus instructional/student services office where they will be processed as if they were Scantron forms.

15.1.5.9 As soon as the grade-filing deadline for the semester has passed, the data printouts and all the tabulated student evaluations will be available for review by the affected faculty member.

15.1.5.10 For all faculty on the promotional track, the written comments sections of the student evaluation forms may be microfilmed/microfiched by a reputable firm, one that contracts to do so with a College and/or the District, and one that provides an agreement of non-disclosure of confidential information. Once the appropriate sections are microfilmed/microfiched, the File Custodian will return the original student evaluation forms to each faculty member in sealed envelopes via campus mail. Each returned packet shall contain a letter informing the faculty member that his/her student evaluations have been copied and that the copies are deposited in his/her PRF. Those

colleges that choose not to microfilm/ microfiche student evaluation records must retain the original survey sheets for a period of four (4) years for all faculty on the promotional track. This provision does not apply to non-promotional-track faculty or to adjunct faculty. Student evaluations for non-promotional-track faculty and adjunct faculty shall be returned in sealed envelopes via campus mail at the end of each academic year.

15.1.5.11 For all faculty on the promotional track, the student evaluation forms should be returned within ten (10) days after the end of the semester (if classes were surveyed in the fall), or within ten (10) days after the start of the next fall semester (if surveyed in the spring). The File Custodian must keep a log of the date on which the tabulated student evaluation forms are sent out (promotional- track faculty only) and the date on which they are returned. After promotional-track faculty have returned their evaluations and such has been noted in the log, the evaluations are to be placed in the PRF's established for each faculty member. This provision does not apply to non-promotional-track faculty or to adjunct faculty: They do not need to return their student evaluation forms.

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

15.1.5.13 The District shall ensure that each site is supplied with a sufficient quantity of student evaluation forms.

15.1.5.14 The District will ensure that Computing Services provides online forms, data processing, and summary reports that maintain student anonymity and provide reliable data, while being as similar as possible to classroom/non-classroom evaluations given the inherent differences in data collection procedures and methods of instruction.

15.1.6 Evaluation Coordination

The evaluation process shall be a collaborative one, and shall be supervised and coordinated at each college by an Evaluation Coordinator to be mutually agreed upon by the College President and the Guild. The duties of the Evaluation Coordinator shall include meeting with all new faculty and administrators to review the evaluation system, which includes the Continuing Education Counselors and Administrators, updating and maintaining the faculty evaluation data base, providing appropriate managers with lists of all faculty to be evaluated in each academic year prior to the beginning of the third (3rd) week of each semester, overseeing the scheduling of peer and student evaluation of all faculty, securing and distributing student evaluation forms as specified in Section 15.1.15 of this Article, serving as a liaison with administration, providing any formal training necessary and any information requested by raters, and attending to general administrative details. The Evaluation Coordinator will work under the supervision of the College President or his/her designee and may reasonably utilize the support services of the College. The Faculty Evaluation Coordinator at each campus, if a faculty member, shall receive a minimum of 20% (twenty percent) reassigned time.

Continuing Education Counselors assigned to ECC, Centre City Campus, Caesar Chavez Campus and Mid City Center will be included under the responsibility of the City College Evaluation Coordinator. Continuing Education Counselors assigned to North City Campus, West City Campus and all DSPS Counselors assigned to any Continuing Education site or the District Office will be included under the responsibility of the Mesa College Evaluation Coordinator. For Continuing Education Counselors, the “appropriate” Vice President and President shall be the Continuing Education Vice President and President; for faculty assigned to the District Office the responsible Vice Chancellor will serve as the “appropriate” President.

15.1.7 Evaluation Committee - Composition and General Rules

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

The peer selected in the first year of a probationary faculty member’s evaluation cycle shall remain on the evaluation committee for each year of the probationary faculty member’s subsequent evaluation cycles.

In every other three (3) year cycle, the evaluation committee for Professor triennial evaluations may consist of a peer only, provided there is mutual agreement of the evaluatee and the appropriate manager.

The appropriate manager’s or department chair’s designee must be acceptable to the faculty member being evaluated. If the designee is not acceptable, the appropriate manager or department chair shall serve on the committee. In cases where the evaluatee believes that the appropriate manager or department chair may not be able to perform an objective evaluation due to perceived bias, the evaluatee may ask the appropriate Vice President to appoint a replacement. The evaluatee’s claim of perceived bias must be verifiable with concrete evidence. The burden of proof of alleged bias remains with the evaluatee.

15.1.7.2 Hereafter, all references in this Article to “appropriate manager” or “chair” shall be understood to include “or his/her designee.”

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

15.1.7.4 The peer evaluators must be specialists in the subject area in which the evaluatee teaches or is assigned or in a subject area reasonably related to that in which the evaluatee

teaches or is assigned. All peer evaluators must be tenured and in active status in this District. The subject matter specialist shall have the major role in evaluating the criterion of "Subject Matter Knowledge."

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

15.1.7.6 If there is a disagreement between the appropriate manager and the faculty member regarding peer selection, the disagreement will be resolved in a timely manner by the College President, or Continuing Education President regarding a Continuing Education Counselor, or his/her designee and the College Evaluation Coordinator. The resolution shall be in writing and shall be sent to both the appropriate manager and the affected faculty member.

15.1.7.7 Upon mutual agreement between the appropriate manager and the evaluatee, a second peer evaluator may serve on the evaluation committee. This second peer must be a tenured faculty member in active status in this District and need not be a subject matter specialist.

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

15.1.8 Performance Review Files

Description

15.1.8.1 All evaluation-related material for all faculty shall be placed in individual Performance Review Files (PRF's) retained in the appropriate Vice President's office, or in another campus office designated by the College President [Please see Article XX].

Mandatory Official Materials

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

Mandatory Unofficial Materials

15.1.8.3 The PRF also must contain: (a) the student evaluation statistical profiles, and, (b) for those faculty on the promotional track, the actual survey sheets (or electronic copy of the written comments sections of the actual survey sheets, as per Section 15.1.15 of this Article) taken from all student evaluations done within the past four (4) years.

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

15.1.8.4.1 Current syllabi (when applicable);

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

---The evaluatee's description of curriculum or program development and teaching or program innovations, if any, implemented during the evaluation period;

---A complete list of all articles, books, papers, works, etc. produced by the evaluatee with dates;

---A complete list of paper presentations, guest lectures, etc. given by the evaluatee with dates;

---A list of professional conferences attended within the preceding four years;

---The evaluatee's description of College and District service as well as professional and public service if any;

---A list of awards, grants, honors, prizes, etc.;

15.1.8.4.3 A Self-Evaluation/personal statement by the evaluatee. This self-evaluation should reference the performance standards as they appear on the "Faculty Appraisal Form." The self evaluation shall state the goals the faculty member set for him/herself at the start of the current evaluation cycle, shall explain the extent to which the goals were met, and shall establish goals for the next evaluation cycle. On such a statement, a candidate may wish to explain institutional limitations on his/her activity (such as no funding for conference travel, no release time for professional improvement, etc.).

Discretionary Unofficial Materials

15.1.8.5 The self-evaluation/personal statement of an evaluatee also may contain reference to any other information and/or documents the evaluatee and the evaluation committee agree are appropriate, provided they have bearing on his/her position as a faculty member. Such materials should only be submitted by the evaluatee to the appropriate Vice President's office, or to another campus office designated by the College President upon request of the evaluation or review committees, and may include the following information:

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

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

15.1.8.5.3 The evaluatee's description of his/her teaching methods, along with an explanation of their appropriateness;

15.1.8.5.4 The evaluatee's description of his/her grading practices;

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

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

Upon request of the evaluation or review committee, such materials should be submitted by the evaluatee to the appropriate Vice President's office or to another office designated by the College President.

Review

15.1.8.6 All material submitted by the evaluatee must be reviewed and considered by all evaluators.

Confidentiality

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

15.1.8.8 During the evaluation process, only the appropriate manager, or the chair of the Academic Senate Tenure and Promotional Review Committee, may remove the PRF from the File Custodian's care.

15.1.8.9 On every occasion that a file is accessed, the File Custodian will assure that the log is filled in and signed. File material should be retained for four (4) years. After the materials retention period has passed, the faculty member should be notified that his/her PRF will be purged of dated material [Please see Article XX for treatment of dated material in Official Personnel Files]. The faculty member then may request the material, and may make arrangements to pick it up. If there is no response within ten (10) days, all file material more than four (4) years old shall be destroyed. Microfilmed/microfiched

student evaluation materials (as per Section 15.1.15 of this Article) may be retained until all materials on any individual film or fiche are older than four (4) years.

15.1.9 Probationary and Promotional Evaluation Procedures

First Committee Meeting: Instrument Modification

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

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

Class Visits

15.1.9.2 The appropriate manager and Department Chair each will make at least one (1) class or work station visit; peer(s) each will make at least two (2) class or work station visits. Class visits shall be of a duration adequate to result in a meaningful assessment. For online classes/counseling sessions, the faculty member who is being evaluated will establish access within the course Management System (i.e. WebCT or other system as appropriate) for all members of the evaluation committee. Access to the online class/counseling sessions will be established at the student level. At the request of the faculty member being evaluated, access may be established at a higher level. Access to the online class/counseling sessions will persist for the duration of the term. In some circumstances, at the request of the faculty member being evaluated, and in addition to the minimum access to the online class/counseling sessions discussed above, the faculty member may request to demonstrate certain features of the online class/counseling sessions to the evaluation committee. This type of demonstration, if desired by the faculty member being evaluated, will be arranged during the first evaluation committee meeting.

Letters of Appraisal

15.1.9.3 After all class visits are completed and evaluation materials are submitted, the appropriate manager will review the evaluatee's performance review file and verify that it is complete. The appropriate manager shall also solicit letters of appraisal from the peer evaluator(s) and the Department Chair, and shall him/herself write a letter of evaluation. Each evaluator must insure that evaluations never will be based upon considerations of race, ethnicity, sex, age, veteran status, religious and/or political beliefs, or lifestyle. Evaluation decisions cannot be based upon factors unrelated to performance of the faculty member's duties. Reviewers must strive to maintain objectivity, and to assure that decisions regarding tenure or promotion do not

contravene established principles of academic freedom, appropriate sections of Title 5, and/or Departmental standards. Decisions cannot be based upon any political criteria, nor can they be made arbitrarily, capriciously, or unreasonably.

Second Committee Meeting: Data Integration

15.1.9.4 The appropriate manager will convene a second meeting of the evaluation committee on the date agreed upon during the first committee meeting. At that meeting, committee members should agree upon summary ratings and comments and prepare the "Faculty Appraisal Form" referred to in 15.4 above. At the conclusion of this meeting, all appropriate items shall be placed in the evaluatee's PRF. In the event the committee members cannot reach consensus decisions, each shall submit her/his own appraisal form. In this case, the Tenure and Promotional Review Committee (TPRC) shall complete the summary appraisal form based upon all materials in the evaluatee's PRF.

Third Committee Meeting: Review and Summary

15.1.9.5 The appropriate manager then will convene a third meeting of the evaluation committee and the evaluatee to review the committee's findings. Subsequent to the second committee meeting, the evaluatee will have the opportunity to inspect her/his PRF. If the evaluatee then wishes to respond to anything that is in the file, he/she shall be granted ten [10] working days to do so. The response(s) will be included in the file. The third committee meeting will not be held until this ten (10) working day period expires. Based on the evaluatee's response(s), committee members may change their initial appraisal ratings and/or re-write their letters of appraisal.

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

Tenure and/or Promotion Recommendations and Administrative Review

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

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

Tenure and/or Promotion Recommendations and Academic Senate Review

15.1.9.8 The Academic Senates at each of the colleges shall appoint a Tenure and Promotional Review Committee (TPRC) composed of one (1) full Professor from each School and one (1) faculty EEO representative from that College, who has been

certified by the District EEO office. Such committee shall review all tenure/tenure-track and/or promotional recommendations to see if they are procedurally correct and meet general College and District standards (Please see Article VIII, Sections A4.9 and A4.10). In cases of non-promotional evaluation appeals as granted by Section 15.1.13, the TPRC will only review the evaluation committee's work to ensure it was procedurally sound.

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

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

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

In cases of non-promotional evaluation appeals as granted by Section 15.1.13, the TPRC will only comment on the procedural soundness of the evaluation committee's work.

Tenure and/or Promotion Decisions

15.1.9.11 The President will make a recommendation regarding the tenure status (and, when appropriate, the promotional status) of the faculty member to the Board of Trustees through the Chancellor. If the candidate is awarded tenure and/or promotion, his/her future salary step advancement and rank advancement henceforth will be governed under the terms of Article VIII, A4.1 and A4.9.5 respectively.

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

15.1.10 Tenure and/or Promotion Denial: Appeals

15.1.10.1 If a tenure and/or promotional decision of a College or Continuing Education President is negative, the faculty member in question may appeal the decision to the CAP within five (5) working days of notice from the College or Continuing Education President.

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

15.1.10.3 The file will be available for examination by each member of the CAP at a secure location to be provided by the CAP Chair.

15.1.10.4 The CAP shall begin the appeal review process within fifteen (15) working days of the receipt of a written request by a faculty member to the Chair of the CAP. CAP members will individually review the appellant's file in a timely manner and will then meet in committee and again review and perhaps debate all evidence. They will maintain evaluator confidentiality throughout the review process. If necessary, CAP may request additional information from prior reviewers. The CAP may ask for a personal presentation by the appellant and, if he/she so desires, an official representative. The CAP also may ask for a personal presentation by the appropriate manager. All CAP recommendations regarding appeals must be made only when the entire membership is present or represented, and must be by a simple majority vote. In cases of promotional appeals only, if the CAP is unable to reach a majority decision, the appeal shall be submitted first to mediation as delineated in Article IV, Grievance, Section 4.3. If a satisfactory resolution is not obtained via this mediation step, the appeal shall be submitted to arbitration following the Step 3 procedures of Article IV, Grievance, Section 4.2.

All recommendations regarding tenure and promotional appeals will be explained in writing and submitted to the evaluatee by the chair of the CAP.

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

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

15.1.11 Development Plans (for tenured faculty only)

15.1.11.1 The Evaluation Committee must complete a "Faculty Evaluation Development Plan" (FEDP) whenever its decision is to recommend a denial of a promotion to Professor, or when the committee's overall summary rating is less than competent to a tenured member of the faculty.

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

15.1.11.3 When an FEDP is completed by evaluators, the faculty member's progress toward reaching his/her developmental goals will be discussed via a "follow-up" evaluation process. The follow-up evaluation process will take place during the subsequent year's regular evaluation cycle and will follow the same procedures as the standard procedure requires. The evaluation committee which created the FEDP will maintain its original composition throughout the follow-up process, unless a change is

expressly approved by the appropriate Vice President, in consultation with the appropriate Guild contract vice-president.

15.1.11.4 If after the "follow-up" evaluation cycle the evaluation committee agrees that remedial expectations have been met, the FEDP will not become part of the faculty member's official personnel file. If the evaluation committee decides that remedial expectations have not been met, the FEDP and the "follow-up" report will become part of the faculty member's official personnel file, and he/she will be notified of such in accordance with the procedures specified in Article XX, Personnel Files.

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

15.1.12 Tenure and/or Promotion: Notification

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

15.1.13 Non-Promotional Evaluation Procedures for Tenured Faculty

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

15.1.15 COLLEGE TENURED/TENURE-TRACK/ADJUNCT FACULTY EVALUATION COMPENSATION

15.1.15.1 Evaluation of all faculty shall be scheduled by the respective appropriate manager in consultation with the appropriate Department Chair and under the terms of the relevant preceding sections of this Article XV.

15.1.15.2 If requested, each tenured faculty member will be expected to complete a maximum of three (3) evaluations during the academic year. These three (3) evaluations can be any combination of tenure-track/tenured faculty and/or adjunct faculty.

15.1.15.3 If a faculty member participates in more than three (3) evaluations during any academic year, he/she will be compensated.

Compensation shall be at the faculty member's non-classroom rate, and shall be three (3) hours per adjunct evaluation and five (5) hours per tenure-track/tenured faculty evaluation. Faculty who agree to participate in the evaluations of colleagues at other District campuses or who must return to their own campus after the conclusion of their normal work day shall be paid their mileage expenses according to the District's standard mileage allowance.

PART III: Evidence of Effectiveness

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

1. **Class visit and observation:** The following pages list many classroom behaviors that may indicate effective teaching performance. An instructor's classroom performance is only one of the indicators of professional competence which an evaluator should consider holistically in the evaluation process.
2. **Current syllabi:** These should delineate the course's goals and objectives; required and supplementary texts and/or other materials; attendance requirements; behavior/discipline requirements; planned schedule of lectures, examinations, and other activities; description and due dates of written and other assignments; description of the methods of evaluating student progress toward, and achievement of, course goals and objectives; description of method by which the final grade is derived; statement regarding academic accommodation for disabled students; information about office hour availability and appointment procedures; and, other information that advises students of additional requirements.

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

3. An **updated resume** – This should be consulted for indication of professional development activity since appointment or since the last evaluation. The resume might include some or all of the following in any combination: the evaluatee's description of curriculum or program development and teaching or program innovations, if any; a complete list of all articles, books, papers, works, etc. produced by the evaluatee with dates; a complete list of paper presentations, guest lectures, etc. given by the evaluatee with dates; a list of professional conferences attended within the preceding four years; the evaluatee's description of College and District service as well as professional and public service if any; and, a list of awards, grants, honors, and/or prizes.
4. A **self evaluation:** The self evaluation should state the goals the faculty member set for him/herself at the start of the current evaluation cycle, should explain the extent

to which the goals were met, and should establish goals for the next evaluation cycle. On such a statement, a candidate may wish to explain institutional limitations on his/her activity (such as no funding for conference travel, no release time for professional improvement, etc.)

5. **Statistical profiles and written comments sheets from student**

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

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

6. Brief description of **all courses** the evaluatee has taught since initial assignment;
7. **Course materials** (other than syllabi) used within the evaluation period (these could include examples of examinations, essay topics, lab exercises, etc.);
8. Description of **teaching methods**, along with an explanation of their appropriateness;
9. Description of **grading practices**;
10. Complete list of all **teaching materials** (such as videos) that are not listed on the submitted syllabi;
11. Description of **committee, professional, and public service activities**;
12. **Outside evaluations** when appropriate and when requested by the evaluatee;
13. **Letters of reference**, testimonials, etc.

IV: Domains and Criteria -Teaching Faculty

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

I. SUBJECT MATTER MASTERY

1. Current Subject Area Knowledge and Professional Development
2. Knowledge of Learning Theory

II. PREPARATION FOR TEACHING

3. Course Conceptualization and Integration
4. Organization/Planning
5. Resourcefulness and Innovation

III. TEACHING

6. Presentation Skills
7. Adaptability/Flexibility
8. Facilitation Skills
9. Assessment
10. Feedback Skills
11. Skill in Creating the Learning Environment
12. Skill in Managing Class Time
13. Skill in Making Content Relevant

IV. COACHING AND COUNSELING SKILLS

14. Skill in Establishing Rapport/Trust

V. SDCCD KNOWLEDGE AND INVOLVEMENT

15. Department/College/District Knowledge and Involvement
16. Timely Response to Administrative Requirements
17. Demonstrated Respect for Colleagues, for the Traditional Concepts of Academic Freedom, and for the Commonly-Agreed-Upon Ethics of the Teaching Profession
18. Demonstrated Sensitivity to the Issues of Diversity

PART V: Examples of Performance – Teaching Faculty

I. SUBJECT MATTER MASTERY

1. Current Subject Area Knowledge and Professional Development

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

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

2. Knowledge of Learning Theory

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Sequencing content and exercises to most appropriately enhance learning;
- b) Informing students of instructor's expectations;
- c) Illustrating key learning points in several ways;
- d) Encouraging students to develop their potential;
- e) Employing appropriate teaching methods that indicate an awareness of different learning styles;
- f) Incorporating several instructional techniques, if and when appropriate.

II. PREPARATION FOR TEACHING

3. Course Conceptualization and Integration

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Displaying an understanding of how course content fits into overall curriculum;
- b) Maintaining standards equivalent to those in other comparable courses;
- c) Modifying class outline in response to adjustments in overall curriculum;
- d) Structuring and sequencing course content to reflect the realistic application of information in job/career/life environments when appropriate;
- e) Maintaining an awareness of courses preceding and following current course to minimize unnecessary overlap and to achieve maximum course integration;

- f) Suggesting/developing curriculum changes to integrate course more effectively;
- g) Maintaining an awareness of changes in the course content at transfer institutions;
- h) Advising students on course sequences.

4. Organizing/Planning

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

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

5. Resourcefulness & Innovation

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

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

III. TEACHING

6. Presentation Skills

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Presenting information in an organized and interesting fashion;
- b) Using technical terms only after explaining them to students;
- c) Using appropriate delivery skills (e.g., eye contact, gestures, body motion);

- d) Using appropriate verbal skills (e.g., volume, tone, inflection);
- e) Having an integrated style of presentation, combining delivery skills, verbal skills, and personal conviction into an interesting and well organized presentation.

7. Adaptability/Flexibility

Effective faculty are aware of the classroom setting and teaching environment (group dynamics in class, use of current events to illustrate learning points, etc.). They adapt to changes with a minimum of impact on their effectiveness. They are flexible enough to incorporate alternative teaching methods when needed.

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

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

8. Facilitation Skills

Effective faculty are able to guide class exercises and discussions using a combination of techniques while maintaining control of the class.

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Facilitating classroom exercises (e.g., helping students with exercise instructions or explaining difficult content);
- b) Remaining available and willing to assist students when they work independently;
- c) Illustrating learning points and sharing anecdotes based on experience when appropriate;
- d) Using a variety of facilitating techniques (e.g., stimulating discussion through questioning, using small-group activities, establishing "help lists" for student interaction, etc.).

9. Assessment

Effective faculty assess student skills continually and adjust teaching style to the appropriate level of student understanding if necessary.

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Expressing an awareness of student needs;
- b) Checking for student understanding of content on an ongoing basis;
- c) Directing students not prepared for current level of coursework to proper courses for help;

- d) Conducting preliminary testing to determine student levels when and if appropriate;
- e) Using sample tests to assess skills when and if appropriate (ESL, vocational education);
- f) Matching course content to students based on individual student knowledge level and learning abilities, to the degree appropriate;
- g) Discussing student progress and potential challenges with other instructors and in department meetings.

10. Feedback Skills

Effective faculty give feedback to students to encourage the learning process. They plan for and use various techniques (tests, simulations, interviews, etc.) to provide students with opportunities to measure their progress.

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Providing opportunities for feedback regularly during the course of instruction;
- b) Maintaining and enhancing students' self-esteem when giving feedback;
- c) Responding to students in a manner that does not humiliate;
- d) Providing a variety of methods (e.g., examinations, graded homework, informal progress reviews) by which students and instructor may measure student progress;
- e) Clarifying learning goals and establishing specific criteria for grade assignment;
- f) Clearly delineating students' responsibilities for learning as well as instructor's responsibility for teaching and evaluating.

11. Skill in Creating the Learning Environment

Effective faculty establish and maintain the correct psychological learning environment from the outset of the course.

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Consistently indicating enthusiasm about course content and the learning process;
- b) Providing sufficient and appropriate learning resources (e.g., handouts, films, equipment);
- c) Displaying tolerance for error when students are learning new material and guiding students in mastering the new material;
- d) Specifying course expectations during first class session and reinforcing expectations throughout the semester;
- e) Remaining consistently available to meet with students during office hours or alternate times;
- f) **If** appropriate, developing lab-style learning situations that are models for students;
- g) Indicating an awareness of the need for an appropriate physical environment (e.g., desks, temperature, lighting, seating);
- h) Consistently using positive reinforcements to reward learning and attempts at learning;
- i) Making available relevant materials beyond those distributed in the classroom;

- j) Displaying optimism about student learning (e.g., making encouraging remarks, giving challenging assignments, etc.).

12. Skill in Managing Class Time

Effective faculty use class time efficiently. This may mean adjusting one's instructional plan quickly, or using an involving technique (exercise, discussion, simulation) when student interest wanes.

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Confronting disruptive students and situations promptly;
- b) Using the full time allowed for class;
- c) Managing time for activities to maximize time for student learning.

13. Skill in Making Content Relevant

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Making course content relevant to life situations;
- b) Balancing theory and application when appropriate;
- c) Knowing what potential employers are seeking and, when appropriate, designing course content to match employer needs;
- d) Knowing course requirements and professional requirements for graduation/certification/licensing;
- e) Knowing general transfer requirements of regional colleges and universities;
- f) Using personal examples or case studies to make course content relevant;
- g) Promoting student analysis and critical thinking.

IV. COACHING AND COUNSELING SKILLS

14. Skills in Establishing Rapport/Trust

Effective faculty realize their success in educating students depends, in part, on their approachability and rapport with students. Building trust also allows an honest exchange in which students can gain the most information for their academic, career, or life decisions.

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Responding appropriately to student requests/concerns;
- b) Maintaining posted office hours;
- c) Willingly accepting student differences and responding to them in a sensitive manner;
- d) Maintaining availability for individual counseling;
- e) Demonstrating genuine concern and respect for students (e.g., actively listening and respecting confidentiality);

- f) Making referrals when student's counseling needs are beyond the scope of the instructor;
- g) Balancing time spent with students so that all who request counseling receive adequate time.

V. SDCCD KNOWLEDGE AND INVOLVEMENT

15. Department/College/District Knowledge & Involvement

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Attending orientation meetings;
- b) Attending department meetings;
- c) Returning materials to deans, admissions, chairs, etc. in a timely manner;
- d) Assisting in program/curriculum design, development, and evaluation;
- e) Using department resources wisely;
- f) Serving in the Academic Senate;
- g) Serving on department, College, District committees;
- h) Proposing new courses;
- i) Taking a leadership role in planning for long-range goals of department, program, or College;
- j) Attending Board of Trustees meetings to inform board members of department concerns.

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

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Dropping students who fail to attend the first two class meetings, and adding students on waiting lists;
- b) Monitoring adds/drops very closely prior to census;
- c) Submitting valid rosters for each class no later than two weeks after the census date;
- d) Reporting the last day of attendance of any students designated "FED" on rosters;
- e) Submitting two copies of each syllabus to the Department Chair by the end of the first week of each semester (one for relay to the dean's office);
- f) Reporting absences as specified in the Faculty and Staff Handbook;
- g) Returning signed TAOs for any overload classes in a timely manner;
- h) Responding in a timely manner to all other administrative requirements (e.g., meeting Flex obligations, grade reporting, ordering of books and/or supplies, etc.).

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

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

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

18. Demonstrated Sensitivity to the Issues of Diversity

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

Examples of behaviors demonstrated by competent faculty may include but are not limited to:

- a) Incorporating an understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students and staff in every appropriate professional activity.

PART VI: Domains/ and Criteria- Counseling Faculty

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

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

1. Keeping Reports, Records, Education Plans, and Other Documentation
2. Special Functions
3. Organizing and Planning

II. PROFESSIONAL COUNSELING SKILLS

4. Individual Counseling
5. Group Counseling
6. Assessment
7. Group Presentation

III. COUNSELING- SPECIFIC SUBJECT MASTERY

8. Knowledge and Utilization of Academic Program and Curricula, Transfer Information, Resources, and District Procedures
9. Professional Growth and Ongoing Preparation

IV. INTERPERSONAL- PERSONAL SKILLS

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

PART VII: Examples of Performance- Counseling Faculty

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

1. Keeping Reports, Records, and Other Documentation

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

- a) Developing short-term and long-term Education Plans for matriculating students;
- b) Educating and guiding students about various student services processes and appropriate petitions and forms;
- c) Summarizing, in writing, individual student contacts and actions in SARS;

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

2. Special Functions

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

- a) Serving and participating in College and District committees;
- b) Teaching Personal Growth courses;
- c) Planning, developing, implementing, evaluating, and/or conducting Student Outreach (e.g. classroom presentations; visits to local high schools, Continuing Education centers, and community organizations; participation in career and college fairs);
- d) Planning, developing, organizing, implementing, evaluating, and/or facilitating workshops (e.g. orientation, education planning, career planning, study skills, academic success, etc.);
- e) Conducting special functions (e.g. program coordination, retention programs, follow-up projects, master planning, planning and coordination of professional development activities, etc.);
- f) Serving as liaison to other campus departments;
- g) Serving as liaison to other educational institutions.

3. Organizing and Planning

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

- a) Preparing with appropriate materials for counseling sessions and workshops;
- b) Reviewing student profile and history before scheduled appointments;
- c) Eliminating distractions during session (e.g. phone, email, etc.);
- d) Communicating with office staff regarding schedule;
- e) With regard to special projects, meeting goals and deadlines in a timely manner;
- f) Making effective use of time in counseling session (e.g. logical flow, finishing within allotted time, etc.);
- g) Coordinating effectively with staff, faculty, and others to meet requirements of a variety of activities (e.g. classroom visits, student outreach, workshops, etc.).

II. PROFESSIONAL COUNSELING SKILLS

4. Individual Counseling Skills

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

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

5. Group Counseling

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

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

6. Assessment

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

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

7. Group Presentation

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

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

III. COUNSELING-SPECIFIC SUBJECT MASTERY

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

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

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

9. Professional Growth and Ongoing Preparation

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

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

IV. INTERPERSONAL-PERSONAL SKILLS

10. Communication

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

Examples of behaviors demonstrate by competent counselors may include but are not limited to:

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

11. Leadership/ Influence

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

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

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

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

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

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

14. Demonstrated sensitivity to the issues of diversity.

Examples of behaviors demonstrated by competent counselors may include but are not limited to:

- a) Incorporating an understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students, faculty, and staff in every appropriate professional activity;
- b) Providing outreach to the college community;
- c) Supporting and participating in campus and district diversity initiatives.

PART VIII: Domains and Criteria- Library Faculty

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

I. PUBLIC AND TECHNICAL SERVICES

1. Reference
2. Bibliographic Instruction
3. Circulation of Materials
4. Acquisition of Materials
5. Cataloging

II. COLLECTION DEVELOPMENT

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

III. OPERATIONAL LEADERSHIP

9. Organizing and Planning
10. Staff Development

IV. SDCCD KNOWLEDGE AND INVOLVEMENT

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

V. LIBRARIAN MASTERY

17. Continuing Education

PART IX: Examples of Performance- Library Faculty

I. PUBLIC AND TECHNICAL SERVICES

1. Reference

Effective librarians provide appropriate information and assistance to student questions.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Determining user’s level of ability to use sources and then providing appropriate level of instruction;
- b) Offering referral to appropriate sources and resources;
- c) Actively acknowledge students’ needs;

- d) Encouraging users to use reference services through friendly, helpful demeanor;
- e) Referring students to alternate sources/resources;
- f) Skillfully interviewing users to determine needs;
- g) Answering reference questions accurately and completely;
- h) Using appropriate search strategies.

2. Bibliographic Instruction

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Develop and present electronic, face-to-face and/or hybrid tours, class sessions, and for-credit courses on finding, evaluating and/or using information;
- b) Demonstrating knowledge of different learning styles and employing appropriate teaching methods;
- c) Incorporating several instructional techniques (i.e. group activities, etc.), when appropriate;
- d) Illustrating key learning points in several ways (e.g. lectures, hands-on computer demonstrations, handouts, etc.), when appropriate;
- e) Meeting with department colleagues to discuss library instruction;
- f) Matching content to students, based on individual student knowledge levels and learning abilities;
- g) Developing and updating all library curricula and Student Learning Outcomes;
- h) Providing individual and group instruction.

3. Circulation of Materials

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Developing circulation procedures and policies with staff;
- b) Developing overdue/fines/holds procedures and policies with staff;
- c) Developing a procedures manual with staff;
- d) Reviewing all forms with staff to best serve faculty and students;
- e) Developing materials reserve system and procedures;
- f) Serving as a liaison with faculty and students to resolve concerns/ complaints on services;
- g) Leading classified staff in circulation procedures;
- h) Developing inter-library loans procedures with staff;
- i) Representing staff on automated system discussion and development.

4. Acquisition of Materials

Effective librarians manage the process of acquiring materials from selection through fulfillment and processing. Skills include close collaboration with Business Services staff, processes, and system. Additionally, ongoing vendor relationships are required.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Demonstrating knowledge of publishing industry and vendors;
- b) Monitoring materials budget;
- c) Leading classified staff in ordering and receiving materials;
- d) Evaluating and monitoring vendor and/or publisher performance (e.g. fill rates, turn-around time, discounts, etc.);
- e) Maintaining accurate records and statistics;
- f) Working with district purchasing and campus business office;
- g) Developing a procedures manual with staff.

5. Cataloging

Effective librarians systematically create and maintain efficient and clear access to information resources for students.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Catalog materials using current standards;
- b) Create access to information using Universal Design for Learning standards;
- c) Demonstrating knowledge of Library of Congress subject headings and classification systems;
- d) Developing a procedures manual with staff;
- e) Maintaining current Resource Description and Access (RDA) cataloging standards;
- f) Demonstrating ability to utilize computerized bibliographic data base;
- g) Overseeing maintenance of the online bibliographic database for quality control;
- h) Providing access to materials in a timely manner;
- i) Leading classified staff in processing procedures;
- j) Maintaining accurate statistic on activities for reports;
- k) Using social media;
- l) Creating and maintaining library websites;
- m) Gathering and organizing information in electronic formats for ease of access (e.g. LibGuides).

II. COLLECTION DEVELOPMENT

6. Overall Knowledge of the Collection

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Evidencing an awareness of new additions/deletions to the collection;
- b) Translating knowledge into effective reference services;
- c) Keeping current with a general knowledge of location of materials;
- d) Demonstrating an awareness of special locations and usage of certain materials;
- e) Demonstrating an awareness of the strengths and weaknesses of the collection.

7. Collection Evaluation and Assessment

Effective librarians carefully analyze the strengths and weaknesses of their areas of the collection, and devise strategies to bolster services and support programs.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

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

8. Material Selection and De-selection

Effective librarians judiciously select new and retrospective materials to support curriculum offerings, while reviewing their respective subject areas and discarding old and obsolete materials.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Selecting materials to meet a range of student knowledge and learning ability levels;
- b) Working in conjunction with classroom faculty to select and/or de-select materials;
- c) Demonstrating knowledge of library collection development policy;
- d) Demonstrating a working knowledge of the publishing industry (e.g. reputation; specialization, etc.);
- e) Demonstrating current subject knowledge in his/her area of selection;
- f) Developing a gift policy statement and procedures;
- g) Consulting relevant review books and determine if they are appropriate to the collection;
- h) Selecting materials to meet the range of statement cultural and socio-economic backgrounds and reference needs.

III. OPERATIONAL LEADERSHIP

9. Organizing and Planning

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Planning facility space requirements based on student/faculty usage, traffic patterns, etc;
- b) Planning facility hours/services based on student/faculty needs and staffing constraints;
- c) Monitoring and expending from all Library/LRC budgets, managing budget transfers, deciding on budget priorities, etc;
- d) Communicating clearly ideas and concepts both verbally and in writing;

- e) Meeting and working with other departments on mutual concerns, acquisitions, and delivery of services;
- f) Planning the classified, adjunct faculty, and/or work-study student work schedules;
- g) Participating in the hiring of, evaluation of, and delegation of duties for classified staff.

10. Staff Development

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Encouraging staff involvement in college/district events and workshops;
- b) Encouraging staff involvement in off-campus workshops/seminars related to work responsibilities;
- c) Encouraging staff reading of appropriate professional journals and/or literature;
- d) Training staff in the use of new methods or technologies as appropriate;
- e) Inviting outside experts to provide in-service training for staff;
- f) Encouraging staff to participate in and/or sponsor "Flex" workshops;
- g) Scheduling periodic staff meetings as needed.

IV. DISTRICT KNOWLEDGE AND INVOLVEMENT

11. Professional Development

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Serving on departmental, College, and District committees;
- b) Serving on off-campus library-related committees as a representative of the College;
- c) Responding in a timely manner to administration requirements (e.g. budget reports, college reports, etc.);
- d) Communicating with staff and peers on College/District issues brought up at committee meetings.

12. College/District Policies and Procedures

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Communicating with peers and staff on College committees;
- b) Communicating clearly ideas and concepts, both verbally and in writing.

13. Liaison with Faculty and Administrators

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- a) Participating in relevant college activities;
- b) Maintaining professional working relationship with others;
- c) Actively seeking input from faculty regarding library services;
- d) Providing professional development services (e.g. conducting seminars and workshops on topics of special interest to faculty and staff);
- e) Meeting with faculty to discuss library policies and programs;
- f) Assisting faculty and staff with their professional development needs;
- g) Promote library services and resources to faculty and administrators.

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

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

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

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

16. Demonstrated sensitivity to the issues of diversity.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

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

V. LIBRARIANSHIP MASTERY

17. Continuing Education

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

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

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

Adjunct Evaluation Criteria and Procedures

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

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

The following section is from the AFT Guild-San Diego Community College District Collective Bargaining Agreement (September 2011) (CBA).

ARTICLE XV - EVALUATION OF FACULTY

15.1.14 COLLEGE ADJUNCT FACULTY

15.1.14.1 Adjunct faculty must be evaluated within the first year of employment and at least once every six (6) regular semesters thereafter.

15.1.14.2 There will be at least one (1) class visit during each evaluation cycle. Class visits will be made by a tenured or tenure-track member of the Department's faculty who is an expert in the appropriate discipline area, as defined in Articles 15.1.7.4 and 15.1.7.5.

15.1.14.3 Each adjunct member who is scheduled for evaluation may submit, at his/her discretion, a list of three (3) tenured and/or tenure-track faculty members acceptable as peer evaluators to his/her appropriate manager via the Department Chair. The appropriate manager will select the peer evaluator from this list of three (3), in consultation with the Department Chair. If none of these three (3) is acceptable, the appropriate manager may select an alternate, provided this is done in consultation with both the Department Chair and the adjunct evaluatee. If the adjunct evaluatee does not submit names of acceptable peer evaluators in a timely manner, the appropriate manager, in consultation with the Department Chair, shall select a peer evaluator. All those recommended or selected as peer evaluators must be willing to serve.

15.1.14.4 The peer evaluation will utilize the instruments attached to this Agreement in Appendix II. Copies of the instruments shall be provided to all adjunct faculty prior to their peer evaluation.

15.1.14.5 Student evaluations, using the forms attached to this Agreement in Appendix III, will be completed at least once during the first term of assignment. Student evaluations will be completed at least once during every three (3) semesters of subsequent assignment.

15.1.14.6 The records of class visits by the peer and the completed student evaluation forms, with tabulated statistical results, will be reviewed by the faculty member's Department Chair, peer, and his/her appropriate manager. The Chair will make a recommendation to the Dean regarding the desirability of future assignment for the adjunct faculty member.

15.1.14.7 The results of the peer evaluation, student evaluations, and Chair and appropriate manager reviews must be made available to the adjunct faculty member in a timely manner.

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

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

15.1.14.10 In the case of multiple assignments at different sites, each campus will follow the procedures outlined in 15.1.14.1 through 15.1.14.9 above.

Priority of Assignment Evaluation Issues

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

5.2.10.3 Adjunct faculty members who have qualified for priority of assignment rights within a specific discipline within a college who receive an unsatisfactory evaluation ("needs development" is checked on the summary line of evaluation instrument) during any of her/his regularly scheduled evaluations (as defined in Article 15.2 of the Agreement) will be provided with a written plan of remediation which he/she will be expected to implement during her/his following semester of assignment. A subsequent evaluation will take place during this following semester of assignment, again following the procedure defined in Article 15.2 of the Agreement. If this subsequent evaluation is again unsatisfactory (as defined above), the adjunct faculty member shall not receive an assignment the following semester in the discipline within which he/she was evaluated. In addition, her/his total number of accumulated FTEF as an adjunct faculty member within this discipline of assignment shall be reduced to zero.

San Diego Community College District College Faculty Appraisal Form

For: _____
(Evaluatee's Name)

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

SIGNATURES:

DATES:

SIGNATURES:

DATES:

PEER EVALUATOR

DEAN

PEER EVALUATOR (if applicable)

EVALUEE

DEPARTMENT CHAIR

COLLEGE PRESIDENT

VICE PRESIDENT

**San Diego Community College District College Faculty Appraisal Form
COUNSELOR**

For: _____
(Evaluee's Name)

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

SIGNATURES:	DATES:	SIGNATURES:	DATES:
_____	_____	_____	_____
PEER EVALUATOR		DEAN	
_____	_____	_____	_____
PEER EVALUATOR (if applicable)		EVALUEE	
_____	_____	_____	_____
DEPARTMENT CHAIR		COLLEGE PRESIDENT	
_____	_____		
VICE PRESIDENT			

**San Diego Community College District College Faculty Appraisal Form
LIBRARIAN**

For: _____
(Evaluee's Name)

DOMAINS/ Criteria	Needs Development	Competent	Exceeds Standards		
PUBLIC & TECHNICAL SERVICES					
1. Reference	[]	[]	[]	[]	[]
2. Bibliographic Instruction	[]	[]	[]	[]	[]
3. Circulation of Materials	[]	[]	[]	[]	[]
4. Acquisition of Materials	[]	[]	[]	[]	[]
5. Cataloging	[]	[]	[]	[]	[]
COLLECTION DEVELOPMENT					
6. Overall Knowledge of the Collection	[]	[]	[]	[]	[]
7. Collection Evaluation & Assessment	[]	[]	[]	[]	[]
8. Material Selection & De-selection	[]	[]	[]	[]	[]
OPERATIONAL LEADERSHIP					
9. Organizing & Planning	[]	[]	[]	[]	[]
10. Staff Development	[]	[]	[]	[]	[]
SDCCD KNOWLEDGE & INVOLVEMENT					
11. Professional Involvement	[]	[]	[]	[]	[]
12. College/District Policies & Procedures	[]	[]	[]	[]	[]
13. Liaison with Faculty & Administration	[]	[]	[]	[]	[]
14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	[]	[]	[]	[]	[]
15. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the teaching profession	[]	[]	[]	[]	[]
16. Demonstrated sensitivity to the issues of diversity	[]	[]	[]	[]	[]
LIBRARIANSHIP MASTERY					
17. Continuing Education	[]	[]	[]	[]	[]
OVERALL RATING:	Needs Development		Competent		Exceeds Standards
	[]	[]	[]	[]	[]

SIGNATURES:

DATES:

SIGNATURES:

DATES:

PEER EVALUATOR

DEAN

PEER EVALUATOR (if applicable)

EVALUEE

DEPARTMENT CHAIR

COLLEGE PRESIDENT

VICE PRESIDENT

San Diego Community College District – College Adjunct Faculty Appraisal Form

For: _____ (Evaluee's Name)

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

SIGNATURES:

DATES:

EVALUEE

DEPARTMENT CHAIR/DESIGNEE

DEAN

San Diego Community College District College Adjunct Faculty Appraisal Form - COUNSELOR

For: _____
(Evaluee's Name)

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

SIGNATURES:

DATES:

EVALUEE

DEPARTMENT CHAIR/DESIGNEE

DEAN

San Diego Community College District College Adjunct Faculty Appraisal Form - LIBRARIAN

For: _____ (Evaluatee's Name)

CRITERIA	Needs Development	Competent	Exceeds Standards	Unable to Observe
1. Reference	[]	[]	[]	[]
2. Bibliographic Instruction	[]	[]	[]	[]
3. Circulation of Materials	[]	[]	[]	[]
4. Acquisition of Materials	[]	[]	[]	[]
5. Cataloging	[]	[]	[]	[]
6. Overall Knowledge of the Collection	[]	[]	[]	[]
7. Collection Evaluation & Assessment	[]	[]	[]	[]
8. Material Selection & De-selection	[]	[]	[]	[]
9. Organizing & Planning	[]	[]	[]	[]
10. Staff Development	[]	[]	[]	[]
11. Professional Involvement	[]	[]	[]	[]
12. College/District Policies & Procedures	[]	[]	[]	[]
13. Liaison with Faculty & Administration	[]	[]	[]	[]
14. Continuing Education	[]	[]	[]	[]
15. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	[]	[]	[]	[]
16. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the teaching Profession	[]	[]	[]	[]
17. Demonstrated sensitivity to the issues of diversity	[]	[]	[]	[]
OVERALL RATING:	Needs Development	Competent	Exceeds Standards	
	[]	[]	[]	[]

SIGNATURES:

DATES:

EVALUEE

DEPARTMENT CHAIR/DESIGNEE

DEAN

SURVEY B

SURVEY NAME _____

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

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

1. The instructor makes the objectives and requirements of the course clear.
2. Class meetings are well organized.
3. The required readings and/or other assignments are useful in promoting learning.
4. The instructor treats students with respect.
5. The instructor is available to students during schedules office hours or at other times by appointment.
6. The instructor encourages students, including those who experience difficulty.
7. The instructor is enthusiastic about teaching this course.
8. The instructor uses methods of teaching which seem appropriate to the course.
9. The instructor generally attempts to simulate interest in the subject.
10. The instructor explains the material well.
11. The instructor encourages student participation when appropriate.
12. The instructor encourages critical thinking about the issues addressed in the course.
13. If students don't understand the material, the instructor gives additional explanation.
14. The instructor uses class time effectively.
15. The instructor gives exams and/or assignments that allow students to demonstrate what they have learned.
16. Exam questions and/or assignments are clear.
17. Exams and/or assignments are corrected, commented upon, and returned within a reasonable time.
18. The instructor makes specific, useful comments and/or corrections on student work.
19. The course objectives stated at the beginning of the course are being achieved or have been achieved.
20. Instructor's exams are challenging and require students to prepare carefully.

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

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

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

22. This course fits into your:

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

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

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

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

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

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

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

30 (e) 31 to 40

26. How many units are you carrying for this

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

(e) More than 12

27. Did you attend the first class session?

- (a) Yes
- (b) No

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

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

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

SURVEY NAME _____

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

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

1. The Counselor was on time for the appointment.
2. The Counselor showed a genuine caring about my situation.
3. The Counselor treated me with respect.
4. The Counselor listened to my problem or question.
5. The Counselor gave feedback related to my problem or question.
6. The Counselor was well organized and had helpful materials available.
7. The Counselor developed understandable and legible educational plan that reflected by present career goals.
8. The Counselor suggested alternatives and options to assist with my goals.
9. The Counselor made the objectives and requirements for my program clear.
10. The Counselor encouraged me to participate in decisions regarding career and academic goals.
11. The Counselor encouraged me in exploring options and in achieving my goals.
12. I left the counseling session feeling that my needs had been met.
13. The Counselor helped me to understand my strength and weaknesses.
14. The Counselor helped me understand how to use my previous coursework and experience in planning my schedule.
15. The Counselor referred me to campus and/or community resources that will assist me in making decisions.
16. The Counselor explained policies, procedures and deadlines related to my needs.
17. The Counselor provided information about academic programs, general education and transfer requirements.
18. What is the main reason for your counseling session today? (Select ONE choice from question 18 and 20)
(a) Personal Problem (b) Career Information (c) Educational Planning (d) Financial Aid
(e) Assistance with forms
19. (a) Semester planning (b) General Information (c) Transfer Information (d) Instructor Complaints
(e) Referred to counseling
20. (a) Probation (b) Disqualification (c) Other

21. This counseling session took place during:

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

22. My reason for enrollment in college is:

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

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

- (a) Yes (b) No

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

- (a) Yes (b) No

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

- (a) Yes (b) No

26. Are you:

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

27. This is my:

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

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
FACULTY EVALUATION DEVELOPMENT PLAN (FEDP)

PERFORMANCE SUMMARY - Describe specific performance areas needing improvement

PERFORMANCE DEVELOPMENT - Suggested actions to improve performance

Performance to be reviewed: DATE _____

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

SIGNATURES

DATES

SIGNATURES

DATES

PEER EVALUATOR

DEAN

PEER EVALUATOR

EVALUEE

(IF APPLICABLE)

DEPARTMENT CHAIR

COLLEGE PRESIDENT
