



Citrus Community College District Academic Senate Council Agenda

Wednesday, March 23, 2011

2:10 p.m. – Faculty/Staff Lounge

OFFICERS:
Roberta Eisel, President
Nicki Shaw, Vice President/President Elect
Jack Call, Past President
Sheryl Walz, Secretary
Paul Swatzel, Treasurer

SENATORS:

Behavioral Sciences	Jim Woolum HH/Mailroom	Language Arts	Toby Guebert Lang Arts/CFI
Biological Sciences	June Han (interim) Phys Sci./Mailroom	Foreign Language	Holly Colville Admin/Box
Business	vacant Admin/Box	Mathematics	Mohammad Trad Math/Mailroom
Cosmetology	Patty Glover Cosmo/Mailroom	Music	Gino Munoz Music/Mailroom
Counseling	Michelle Plug Counsel/Mailroom	Physical Education	Mary Brawner HH/Mailroom
CSIS	Jim Mustain Admin/Box	Physical Sci. & Engineer	Badieh Farahani Admin/Box
Fine Arts	John Vaughan Music/Drama	Public Services	vacant
Health Sciences	vacant Dental/Health Sci.	Social Sciences	Gerhard Peters Soc&Beh Sci/CFI
Library	Lanette Granger Libr/Mailroom	Automotive Technology	Jeremy Clark Auto Tech/Mailr

AT-LARGE REPRESENTATIVES:

Meg O’Neil	Clarion/Mailroom	Justina Rivadeneyra	CareerCtr/EmpSvc	Rafael Herrera	Couns/ Mailroom
<u>Citrus College Faculty Association Liaison:</u>			<u>Adjunct Faculty Rep</u>		
Kathy Bakhit	Soc&Beh. Sci	Karen Praeger		Bill Zeman	Library Soc/BehSci/CFI
<u>District Academic Senate Secretary:</u>			David Kary, Curr.Chair		
Linda Swan	Mailroom/Admin				
<u>ASCC Faculty-Student Relations Liaison:</u>			David Kary, Curr.Chair		
Karlyn Bradley	Campus Ctr/Mailroom				

- I. CALL TO ORDER – Roberta Eisel**
 - A. Set Agenda**

- II. MINUTES – Sheryl Walz**
 - A. Approval of March 9, 2011 minutes**

III. COMMITTEE REPORTS – All committees are welcome to report. Those with an asterisk are expected to report. Those with a double asterisk are subcommittees of Steering

Academic Calendar/Final Exam Schedule – Steve Odrich

Bookstore Committee – Paul Swatzel

Campus Environment Committee – David Casey

****Campus-wide Information Technology**

College Success –

***Curriculum – David Kary**

Distance Education – Bev Van Citters

****Educational Programs – Senate President**

Enrollment Management

Equivalency Minimum Qualifications – Carsten Dau

Evaluation and Tenure Oversight

Faculty Hiring Procedures

Faculty Needs Identification – Senate President

****Financial Resources –**

Gender Equity – Mary Brawner

Honors Program Advisory Council – Brian Waddington

****Human Resources Advisory**

****Institutional Research and Planning**

Matriculation/Pre-Req & Assessment

****Physical Resources – John Fincher**

Program Review

Scholarship

Service Learning Advisory –

Student Learning Outcomes – John Vaughan

Student Services

Transfer Task Force

IV. OFFICERS' REPORTS (10 minutes)

Secretary Sheryl Walz

Treasurer Paul Swatzel

Past President Jack Call

Vice President/President-Elect Nicki Shaw

CCFA Liaison Kathy Bakhit

ASCC Representatives Karlyn Bradley

President Roberta Eisel

V. SPECIAL REPORTS/PRESENTATIONS –

A. FON, 75/25, 50% rules – Robert Sammis

B. Sustainable Textbook Survey – Paul Swatzel

C. Safety and Student Conduct – Martha McDonald

D. Career/Transfer Center 5 Year Plan – Justina Rivadeneyra

E. Senate Nominating Committee – Nicki Shaw

1. Nominations from the Floor

2. Candidates' Forum

3. Faculty Survey

VI. ACTION-

A. AP 3510 Workplace Violence

- B. BP 3510 Workplace Violence
- C. BP 3310 Records Retention
- D. Academic Senate Meeting Dates Calendar for 2011-2012

VIII. OLD BUSINESS-

- A. AP 7201 Recruitment and Selection of Full-Time Faculty
- B. BP 7201 Recruitment and Section of Full-Time Faculty
- C. AP 4100 Graduation Requirements for Degrees and Certificates

IX. NEW BUSINESS

- A. Discussion of Registration Waiting Lists
- B. AP 7203 Evaluation: Full-Time Faculty
- C. Budget Challenges: Follow Up Discussion of the College Mission and Senate Areas of Focus

X. PUBLIC FORUM

XI. ANNOUNCEMENTS –

- 1. College Fair on March 24 from 10-1 pm in the campus center quad.
- 2. The Wizard of Oz at the Haugh Performing Arts Center on March 26, 2011.
- 3. Ragtime: The Musical, April 15-17 in the Haugh.
- 4. Accreditation Forum – May 24 in the CI Community Room.
- 5. Financial Forum – March 20, 2:45 pm in CI 159

XII. ADJOURNMENT – next meeting

Attachments:

- #1 Department Chairs Faculty Survey (Pg. 4)
- #2 AP 3510 Workplace Violence (Pg. 6)
- #3 BP 3510 Workplace Violence (Pg. 8)
- #4 BP 3310 Records Retention (Pg. 9)
- #5 Academic Senate Meeting Dates Calendar for 2011-2012 (Pg. 10)
- #6 AP7201 Recruitment and Selection of Full-Time Faculty (Pg. 11)
- #7 BP 7201 Recruitment and Selection of Full-time Faculty (Pg. 22)
- #8 AP 4100 Graduation Requirements for Degrees and Certificates (Pg. 24)
- #9 Faculty Evaluation Summary (Pg. 29)
- #10 AP 7203 – Evaluation: Full-Time Faculty (Pg. 33)
- #11 Faculty Observation Report – Instruction (Pg. 41)
- #12 Faculty Observation Report – College Nurse (Pg. 43)
- #13 Faculty Observation Report – Librarian (Pg. 45)
- #14 Regular Faculty (Tenured) Evaluation Summary (Pg. 47)
- #15 Contract Faculty (Non-Tenured) Evaluation Summary (Pg. 49)
- #16 Professional Growth and Self-Evaluation Report (Pg. 51)
- #17 Dean’s Evaluation Form (Pg. 53)
- #18 Proposed Classroom Instruction Evaluation

Instructions:

Listed below is the potential list of overarching duties of a department chair. This list is being shared to determine whether all possible duties have been explored or if additional should be considered.

Our goal is to receive feedback from the faculty body to ensure academic quality **and student success within** the department should a department chair assume the following job responsibilities.

***Place a check mark next to each item you think should be a part of the job description.**

1. Facilitating Program Review. This includes both annual program reviews and the program review of the six-year cycle. Program Review involves:

- ___ Student Learning Outcomes and Assessment. The chair will be responsible for documenting the location of assessment records.
- ___ Linking planning to budgeting in coordination with the dean
- ___ Coordinating curriculum development and maintenance, including textbook updates
- ___ **Organization of statistical data.**

2. Overseeing Adjunct Faculty Members. This includes:

- ___ Annual evaluations. See R-4114. [The new AP has not yet been approved.]
- ___ Input into the hiring process and decisions, as coordinated by the dean. This involves review of the pool of applicants each semester and interviewing candidates prior to a hire. The chair will also assist the dean in making up a list of potential substitutes. When a hiring decision needs to be made and the chair is not available, the dean may make the decision alone.
- ___ Conducting department-specific orientations for new adjunct hires. This will include introduction to Wingspan, Curricunet, and department policies.
- ___ Mentoring new adjuncts in terms of campus culture, expectations, and good teaching practices.

3. Fostering Collegiality. This includes:

- ___ Meeting regularly with **adjunct and full time** faculty
- ___ Meeting weekly with the dean
- ___ Communicating professional standards/ethics/best practices to faculty. This should be a standard agenda item in department meetings. It includes anticipating potential problems.
- ___ Seeking input from faculty on important decisions.

4. Facilitating Student Success. This includes:

Attachment #1

- Consulting with the dean on student concerns
- Promoting awareness of appropriate campus resources, such as tutoring, DSPS, **health center**, and the Writing Center, Transfer Center, etc.
- Promoting involvement in special programs, such as the honors program, ASCC, Citrus Story, **Clubs**, etc.

5. **Additional: Please list any duties that you feel are missing in the space below.**

Would you apply for this position if the compensation consisted of: _____ Stipend
_____ Release Time

Many thanks for your assistance!

Attachment #2

AP 3510 WORKPLACE VIOLENCE PLAN

References: Penal Code Sections 273.6, 626.9, 626.10, and 12021;
Cal/OSHA; Labor Code Sections 6300 et seq.;
Title 8, Section 3203;
Code of Civil Procedure Section 527.8

General Provision

The District is committed to providing a safe work environment that is free of violence and the threat of violence.

Responding to Threats of Violence

The top priority in this process is effectively handling critical workplace incidents, especially those dealing with actual or potential violence.

Violence or the threat of violence against or by any employee of the District or any other person is unacceptable.

Should a non-employee on District property demonstrate or threaten violent behavior, he/she may be subject to criminal prosecution.

Should an employee, during working hours, demonstrate or threaten violent behavior he/she may be subject to disciplinary action.

The following actions are considered violent acts:

- Striking, punching, slapping or assaulting another person.
- Fighting or challenging another person to fight.
- Grabbing, pinching or touching another person in an unwanted way whether sexually or otherwise.
- Engaging in dangerous, threatening, or unwanted horseplay.
- Possession, use, or threat of use, of a firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless such possession or use is a requirement of the job.
- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm.

- Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2½ inches upon the grounds, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by a District employee to have the knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties.

Any employee who is the victim of any violent threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District employee or a non-employee, shall immediately report the incident to his/her supervisor or other appropriate person.

In addition to the employee's supervisor, any victim of any violent threatening or harassing conduct or any witness to such conduct should immediately call any or all of the following:

Emergency	911
Campus Security Safety Supervisor	(626) 914-8611
Dean of Students	(626) 914-8602
Glendora Police Department	(626) 914-8250

No one acting in good faith who initiates a complaint or reports an incident under this policy will be subject to retaliation or harassment.

In the event the District fears for the safety of the perpetrator or the safety of others at the scene of the violent act, the appropriate law enforcement agency will be called.

Office of Primary Responsibility: *General Institution/Office of Human Resources*

Date Adopted:
 (New administrative procedure not replacing any existing Citrus College regulation)

Approved by	Academic Senate
	CCFA
	CCAFF
	CSEA
	ASCC
	Management Team
	Supervisor/Confidential
	Steering
	Board of Trustees

*Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and subsequent changes to language indicated by **shading**.*

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Proposed Citrus Community College District Policy CCLC No. 3300

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General Institution DRAFT as of 10/06/10

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BP 3510 WORKPLACE VIOLENCE PLAN

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References: Cal/OSHA: Labor Code Sections 6300 et seq.; California Code Regulations Section 3203; "Workplace Violence Safety Act of 1994" (Code of Civil Procedure Section 527.8); Penal Code Sections 273.6 and 12021

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General Provision

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The Board of Trustees is committed to providing a District work and learning environment that is free of violence and the threat of violence. The Board's priority is the effective handling of critical workplace violence incidents, including those dealing with actual or potential violence.

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The Superintendent/President shall establish administrative procedures that assure that employees are informed regarding what actions will be considered violent acts, and requiring any employee who is the victim of any violent conduct in the workplace, or is a witness to violent conduct to report the incident, and that employees are informed that there will be no retaliation for such reporting.

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Office of Primary Responsibility: General Institution/Office of Human Resources

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Date Adopted: (New board policy not replacing any existing Citrus College policy)

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Table with 2 columns: Approved by, and a list of entities: Academic Senate, CCFA, CCAFF, CSEA, ASCC, Management Team, Supervisor/Confidential, Steering, Board of Trustees.

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Note: New language indicated by underline, deleted language indicated by strikethrough, and subsequent changes to language indicated by shading.

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Proposed Citrus Community College District Policy CCLC No. 3300

**General Institution
DRAFT as of 10/06/10**

BP 3310 RECORDS RETENTION AND DESTRUCTION

References: Title 5 Sections 59020 et seq.;
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45

General Provision

The Superintendent/President shall establish administrative procedures to assure the retention and destruction of all District records, including electronically stored information as defined by the Federal Rules of Civil Procedure, in compliance with Title 5. Such records shall include, but not be limited to student records, employment records, and financial records.

Office of Primary Responsibility: *General Institution/Office of Human Resources*

Date Adopted:
(New board policy not replacing any existing Citrus College policy)

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|--------------------|-------------------------------|
| Approved by | Academic Senate |
| | CCFA |
| | CCAFF |
| | CSEA |
| | ASCC |
| | Management Team |
| | Supervisor/Confidential |
| | Steering |
| | Board of Trustees |

*Note: New language indicated by underline, deleted language indicated by ~~strikethrough~~, and subsequent changes to language indicated by **shading**.*

180 **Suggested Dates for 2011-2012 Senate Meetings**

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182 **September 14, 2011**

183 **September 28, 2011**

184 **October 12, 2011**

185 **October 26, 2011**

186 **November 9, 2011**

187 **November 23, 2011**

188 **December 7, 2011**

189 **February 22, 2012**

190 **March 14, 2012**

191 **March 28, 2012**

192 **April 11, 2012**

193 **April 25, 2012**

194 **May 9, 2012**

195 **May 29, 2012**

196 **June 7, 2012**

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Proposed Citrus Community College District Policy CCLC No. 7100

Human Resources
DRAFT as of 11/17/10

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AP 7201 RECRUITMENT AND SELECTION OF FULL-TIME FACULTY

203
204

References:

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Education Code Sections 87100 et seq., 87400, 87408-87408.6, 88003, and 88021;
Title 5 Code Sections 53021-53024;
ACCJC Accreditation Standard III.A

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211

❖ From current Citrus College Regulation R-4105 titled Employment and Promotion

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Recruitment, Application and Selection

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~~The objective in recruitment shall be to obtain the best possible certificated personnel. In employing personnel, the Board of Trustees desires to consider only the best qualified persons.~~

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221

~~1. All applications shall be made to the Personnel Office.~~

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~~2. Terms and conditions of employment shall be clearly defined and made available to applicants at the time of employment.~~

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225

~~3. The Instructors Handbook and/or the Policy Book of the Citrus Community College District contains all policies, rules and regulations concerning school personnel and shall be available to all personnel at the beginning of the school year.~~

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~~4. When a position is to be filled, the administration may give consideration to personnel currently under contract in the school district, provided the professional training, experience, recommendations, ability, and other characteristics are equal to or better than qualifications of other applicants.~~

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~~5. Positions shall be filled pursuant to the following procedures.~~

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~~Vacancy announcements shall clearly set forth a description of the qualifications for the position, including the duties and salary range.~~

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~~6. Selection of personnel to be recommended for employment shall be based upon an evaluation of a written application, professional references and personal interview.~~

244

- 245 7. ~~A screening committee will review all applications for a position and will~~
246 ~~recommend a selected number of qualified applicants to be interviewed.~~
- 247
- 248 8. ~~The interview committee shall consist of not less than three.~~
- 249
- 250 9. ~~Final selection of a candidate shall be made from the best qualified regardless~~
251 ~~of race, religion, national origin, sex, age, physical handicap or medical~~
252 ~~condition.~~
- 253
- 254 10. ~~Each qualified certificated person who applies for a position shall be notified in~~
255 ~~writing of his/her acceptance or rejection for the position.~~
- 256
- 257 11. ~~The first two contract (probationary) years are considered a part of the selection~~
258 ~~process, in that permanent selection is not made until the end of the second~~
259 ~~year of service.~~
- 260

261

262 ❖ **From current Citrus College Regulation R-4107 titled Hiring Procedures for**
263 **Full-Time Faculty**

264

265 These hiring recruitment and selection procedures have been developed to include
266 the thoughtful participation of faculty and management. The procedures cover the
267 hiring recruitment and selection process from the point of identifying the faculty
268 positions to be filled, to the presentation of candidates to the
269 Superintendent/President for recommendation to the Board of Trustees.

270

271 1. Identifying Full-Time Faculty Positions

272

273 The Faculty Needs Identification Committee (FNIC) shall be composed of the
274 Superintendent/President Vice President of Academic Affairs, the Vice
275 President of Student Services, two one instructional administrator, one Vice
276 President of Student Services, and three faculty members. The three faculty
277 members are appointed by the Academic Senate President with approval of
278 the Academic Senate Council. It is the intent that both vocational and
279 academic areas be represented by faculty.

280

281 By early October, the Faculty Needs Identification Committee FNIC shall
282 meet and establish a list of criteria that will be used to determine the order of
283 faculty positions on the Faculty Hiring Priority List. Examples of such possible
284 criteria are retirement and resignations, non-availability of part-time
285 instructors in a subject area, no full-time instructors in a subject area, a low
286 full-time/part-time ratio in a subject area, matriculation needs, response to
287 legislation, and response to community needs.

288

289 By mid-October, the Vice President of Instruction Academic Affairs and the
290 Vice President of Student Services shall send a notice to each Dean and
291 each Department Chair (or head of department), if applicable, that lists the
292 criteria and asks that each department's request for staffing for the following
293 year be submitted by early November.

294

295 The ~~Faculty Needs Identification Committee~~ FNIC shall meet soon after the
296 requests are received and, after reviewing all requests for staffing, establish
297 the final list of criteria that will be used to determine the order of faculty
298 positions on the Faculty Hiring Priority List. These criteria may change from
299 year-to-year. ~~If any of these final criteria were not on the list distributed in~~
300 ~~October to all heads of departments, a notice listing the additional criteria will~~
301 ~~be sent to all heads of departments and each one department will be allowed~~
302 ~~several days to appropriately amend his/her request for staff, if necessary.~~

303
304 Based on the final list of criteria, ~~the Faculty Needs Identification Committee~~
305 FNIC shall consider all requests for staffing and then establish the Faculty
306 Hiring Priority List.

307
308 The order of faculty positions on the previous year's Faculty Hiring Priority List
309 shall not be a consideration during this process. By the end of November, the
310 Faculty Hiring Priority List should be completed. The committee will ~~submit~~
311 ~~the priority list on the Board agenda for consideration by the Board of~~
312 ~~Trustees.~~ forward the completed list to the Superintendent/President for
313 his/her review and input.

314
315 By the first Board meeting in December, the Board of Trustees should decide
316 the number of faculty positions to be filled. ~~opened.~~ The specific positions to
317 be filled will be based on the Faculty Hiring Priority List as established by
318 FNIC. ~~Once the Board of Trustees determines the number of new positions~~
319 ~~for hiring, the Faculty Hiring Priority List will recommend what positions will be~~
320 ~~opened, starting at the top of the list and counting down. Once this decision~~
321 ~~has been made, copies of the Faculty Hiring Priority List and the final list of~~
322 ~~criteria shall be distributed to all heads of departments, the appropriate~~
323 ~~administrators (including the Vice President of Human Resources), and the~~
324 ~~Academic Senate President.~~

325
326 Faculty, administrators, and the Board of Trustees shall make every effort to
327 comply with the time line of the above process in order to allow the
328 advertising period of each new position to be approximately two months, and
329 still ensure, whenever possible, that the hiring process is completed during
330 the academic year. Ample time for recruitment and applicant response will
331 help to obtain a larger and more diverse pool of applicants and better enable
332 Citrus College to improve diversity among faculty.

333
334 In the event of retirements, resignations, or reassignments that occur after the
335 Faculty Hiring Priority List has been established, the ~~Faculty Needs~~
336 ~~Identification Committee~~ FNIC will reconvene. ~~The chairman of the~~
337 ~~department having the retirement, resignation, or reassignment will be given~~
338 ~~the opportunity to justify the need for hiring a new faculty member for the~~
339 ~~same department.~~ The committee will then decide whether or not to place
340 that faculty position on the Faculty Hiring Priority List for that year. If it is
341 decided to place the position on the priority list, the faculty position will be
342 inserted where it is deemed appropriate, based on the previously established
343 criteria. The revised Faculty Hiring Priority List will be submitted to the Board
344 of Trustees on the agenda for consideration. If the Board approves filling an

345 additional position(s), copies of the revised priority list will be sent to all
346 department heads, the appropriate administrators, and the Academic Senate
347 President. The ~~Faculty Needs Identification Committee~~ FNIC would then
348 recommend to the Board of Trustees that the next position on the Faculty
349 Hiring Priority List be filled.

350
351 Several part-time instructors or a one-semester temporary full-time instructor,
352 with approval of the Superintendent/President, may need to be hired when
353 special circumstances prevent hiring recruitment and selection of a full-time
354 faculty member for a position identified by the above process. Examples
355 where this may occur include retirements, resignations, or reassignments that
356 are announced late in the academic year or positions where the applicant
357 pool is insufficient and there is not enough time to re-advertise the position.
358

359 2. The Job Announcement Posting and Recruitment

360
361 ~~Based on the Faculty Hiring Priority List and the number of positions~~
362 ~~authorized by the Board of Trustees to be filled, the Vice President of Human~~
363 ~~Resources shall initiate the first draft of the job announcement and send it to~~
364 ~~the appropriate Vice President and Department Chair. The Vice President~~
365 ~~and the Department Chair (with input from the department), shall review and~~
366 ~~revise the draft. The revised draft will be returned to the Vice President of~~
367 ~~Human Resources. If the proposed changes are appropriate, the revised draft~~
368 ~~will be reviewed by the Diversity Officer for further input to correct those items~~
369 ~~which might adversely impact applicants from underrepresented groups. The~~
370 ~~final version of the job announcement must be approved by the Department~~
371 ~~Chair, the appropriate Vice President, and the Diversity Officer. Job~~
372 ~~announcements shall clearly state the knowledge, skills, and abilities required~~
373 ~~to perform the essential functions of the position.~~

374
375 For all positions open for recruitment, the Director of Human Resources, the
376 appropriate Vice President, and the appropriate Dean, shall mutually develop
377 a clear and complete job posting.

378
379 The recruitment process, including all advertisement shall be done in
380 accordance with Administrative Procedure 7100 - Equal Employment
381 Opportunity.

382
383 All application packets shall be received through the Applicant Tracking
384 System.

385
386 ~~Along with the first draft of the job announcement, the Vice President of~~
387 ~~Human Resources shall send a memo to the Department Chair seeking input~~
388 ~~from the department regarding recruitment ideas unique to the position being~~
389 ~~advertised (for example, advertising in a journal specializing in that subject~~
390 ~~area).~~

391
392 The closing date on the job announcement posting should generally be at
393 least six to eight weeks from the date that advertising will begin in order to
394 allow ample time for recruitment and applicant response, but should still allow

395 the ~~hiring~~ recruitment and selection process to be completed during the
396 academic year. ~~Before the screening process begins, the composition of the~~
397 ~~applicant pool shall be assessed to ensure that members of historically~~
398 ~~underrepresented groups are not adversely impacted. If this is not the case,~~
399 ~~the Diversity Officer shall take effective steps to address the adverse impact~~
400 ~~before the screening process has begun. Such steps may include, but are not~~
401 ~~limited to, extending the deadline date and undertaking additional and~~
402 ~~broader recruitment efforts. In special circumstances (such as the reopening~~
403 ~~of a position), it may be necessary to advertise the position for less than six to~~
404 ~~eight weeks, with the approval of the appropriate Vice President, the~~
405 ~~Department Chair (if applicable), and the Director of Human Resources, and~~
406 ~~the Diversity Officer.~~

407
408 The Director of Human Resources, or designee, shall review all application
409 packets, and shall screen out of the applicant pool those application packets
410 that are incomplete or where the applicant does not meet established
411 minimum qualifications.

412
413 Members of tThe District's Human Resources Advisory/Staff Diversity
414 Committee may consult with the Vice President Director of Human Resources
415 and make recommendations regarding the job announcement posting and
416 recruitment for faculty positions. This committee will serve as the avenue
417 through which any faculty member may channel suggestions or concerns
418 regarding the recruiting process and job announcements postings
419 (appearance, college information, readability, standardization of application
420 requirements, etc.).

421 422 3. The Hiring Panel Selection Committee

423
424 The hiring recruitment and selection process shall focus on ensuring that
425 Citrus College will select instructors who can teach and who are experts in
426 the subject matter of their curriculum; and counselors, librarians, and other
427 instructional and student services faculty who can foster community college
428 effectiveness and who are experts in the subject matter of their specialty.
429 Accordingly, persons involved with the screening or interviewing of job
430 applicants shall be selected based on these goals. Additionally, all selection
431 panels committees shall include members of underrepresented groups
432 whenever possible.

433
434 The Hiring Panel Selection Committee shall be composed of the Department
435 Chair and two other three faculty members (tenured, whenever possible), two
436 administrators (~~one appropriate Vice President and one other appropriate~~
437 ~~administrator to be chosen from the list of those positions designated as~~
438 ~~having retreat rights), and a Equal Employment Opportunity Representative~~
439 ~~(non-voting). The Equal Employment Opportunity Representative will be a~~
440 ~~faculty member, whenever possible. The two other faculty members shall be~~
441 ~~selected (by ballot) by the department where the position exists. The~~
442 ~~department may decide to select faculty members from other departments.~~
443 ~~This practice is especially encouraged if it will allow for the inclusion of one~~
444 ~~panel member from an underrepresented group. Selecting faculty members~~

445 from other departments is also encouraged when the primary responsibility of
446 the new faculty member (such as librarian or college nurse) will not be direct
447 instruction or counseling. In the event the department does not have a
448 sufficient number of faculty with expertise in the discipline, one of the faculty
449 members may be invited from another college or university, as determined by
450 the department. The ~~Hiring Panel~~ Selection Committee members will decide
451 whether the visiting faculty member will be a voting or non-voting member.

452
453 A faculty member may be appointed by the department and an appropriate
454 administrator may be appointed by the Vice President as alternates in the
455 interview process.

456
457 Members of the ~~Hiring Panel~~ Selection Committee shall have appropriate
458 training in diversity sensitivity. Before the ~~hiring~~ recruitment and selection
459 process may proceed to the screening level, the Diversity Officer must
460 confirm that all members of the ~~Hiring Panel~~ Selection Committee have
461 received this training. ~~The Diversity Officer must also confirm that the Hiring~~
462 ~~Panel has at least one member from an underrepresented group or state in~~
463 ~~writing why this expectation is unreasonable. Without these confirmations, the~~
464 ~~hiring process may not continue.~~ The members of the Selection Committee
465 shall include a diverse membership when possible, and no one who has
466 provided an applicant with a written letter of recommendation shall be
467 permitted to serve on the Selection Committee.

468
469 The selection process shall comply with Administrative Procedure 7100 -
470 Equal Employment Opportunity.

471 472 473 4.A. Paper Screening Applicant Screening

474
475 ~~The appropriate Vice President and the appropriate Department Chair~~
476 ~~The Human Resources Office~~ shall arrange the date and time for the
477 ~~Hiring Panel~~ Selection Committee to begin the paper applicant screening
478 process. The ~~paper~~ screening should occur as soon as possible after
479 the closing date (or first consideration date) of the position and will only
480 include completed application packets as determined by the Vice
481 President Director of Human Resources. ~~If the initial pool of applicants~~
482 ~~does not contain a sufficient number of underrepresented candidates (as~~
483 ~~determined by the Chancellor's Office demographic statistics for the~~
484 ~~Citrus College geographical area), the screening process shall continue~~
485 ~~only if the Diversity Officer verifies that all reasonable efforts were made~~
486 ~~to recruit a large diverse pool of applicants and that the pool had realistic~~
487 ~~potential to include applicants from underrepresented groups. If that~~
488 ~~verification cannot be made by reviewing where the position was~~
489 ~~advertised, the position will be re-advertised.~~

490
491 Prior to the paper screening the ~~Hiring Panel~~ shall:
492

493 Before the members of the Selection Committee begin to screen
494 applicants, the members of the Selection Committee, meeting as a
495 whole, shall:

- 496
- 497 • discuss and sign statements of confidentiality;
- 498 • discuss duties of a chair, then select a chair;
- 499 • discuss the hiring recruitment and selection procedures of the
- 500 District, including the role of the Equal Employment Opportunity
- 501 Representative;
- 502 • ~~discuss the underrepresented balance of the applicant pool;~~
- 503 • receive instructions regarding the equivalency process;
- 504 • list develop criteria, based on the job announcement posting, to be
- 505 used for screening
- 506 applications, ~~including minimum qualifications.~~
- 507

508 Once these preliminary procedures have been completed, the Hiring
509 Panel- Selection Committee will review all applications, ~~verify minimum~~
510 ~~qualifications, and select those applicants for an interview who best meet~~
511 ~~the qualifications listed on the job announcement posting as determined~~
512 ~~by the panel's paper screening criteria. including the Diversity Officer's~~
513 ~~verification that the screening process did not adversely impact the~~
514 ~~remaining pool of applicants. Evidence of professional qualifications,~~
515 ~~training, educational background and experiences, or other qualities~~
516 ~~which enhance a faculty member's effectiveness with students may be~~
517 ~~included in the paper screening criteria if it has been included on the job~~
518 ~~announcement.~~

519 The panel shall agree on the number of affirmative votes needed to
520 retain an applicant for further consideration. In no instance will a
521 candidate be advanced to the next level without the endorsement of the
522 majority of the panel. ~~The panel may agree to use a preliminary~~
523 ~~telephone interview to further screen candidates to be invited for~~
524 ~~personal interview. Telephone interviews will be conducted in the~~
525 ~~presence of the entire panel.~~

526

527 ~~If underrepresented candidates remaining in the pool have been~~
528 ~~adversely impacted, the Diversity Officer may request that the panel~~
529 ~~reconsider its evaluation criteria. The Hiring Panel may decide to re-~~
530 ~~advertise the position if the pool of applicants is deemed too small or in~~
531 ~~some other way inadequate.~~

532

533 Before the Hiring Panel Selection Committee adjourns, the following
534 items must also be completed:

- 535
- 536 • develop questions to be asked during the interview and decide if any
- 537 questions will be shared with the applicant prior to the interview;
- 538 • decide on the details of any other interview requirements, such as a
- 539 teaching demonstration and its topic(s) (to be shared with candidates
- 540 prior to the interview), a writing sample and/or
- 541 • other skills demonstration(s) related to the subject area.

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5.B. Equivalency

Any applicant selected for interview that does not meet the stated minimum qualifications, but is claiming equivalency, shall have his/her application packet referred to an appropriate equivalency panel for approval before the candidate is invited to an interview. Denial of equivalency disqualifies that candidate from the interview process.

6.C. Interviewing Interviews

~~Before the Hiring Panel begins the interview process, the Equal Employment Opportunity Representative will review the remaining steps in the hiring procedure.~~

After the ~~paper~~ screening, the ~~Hiring Panel~~ Selection Committee shall conduct interviews of the candidates selected. Each candidate shall be apprised in advance if any performance requirements are to be part of the interviewing process. At the option of the ~~Hiring Panel~~ Selection Committee, each candidate may be given a list of all or some of the interview questions (questions to be returned to the panel) prior to meeting with the ~~Hiring Panel~~ Selection Committee. During the interviews, all candidates shall be asked the same job-related questions by the ~~panel~~ Selection Committee. Individual ~~panel~~ Selection Committee members must be present for each interview and demonstration in order to participate in the evaluation of the candidates. Absences shall disqualify the ~~panel~~ Selection Committee member from continued participation. The ~~panel~~ Selection Committee members will decide how long to wait for a member who is late. Alternates not needed will be excused prior to the evaluation discussion of the candidates. Alternates will be reminded of their obligation of confidentiality.

At the conclusion of all interviews, a brief discussion and a poll will determine which candidates will remain under consideration. The Equal Employment Opportunity Representative will give each ~~panel~~ Selection Committee member a list of the candidates. Candidates receiving at least one affirmative vote will remain under consideration. Candidates receiving all negative votes will no longer be considered. If the percentage of underrepresented candidates remaining in the pool has been adversely impacted, the Equal Employment Opportunity Representative in consultation with the Director of Human Resources may request that the ~~panel~~ Selection Committee reconsider its evaluation criteria.

When all ~~panel~~ Selection Committee members have had an opportunity to express their thoughts regarding the strengths and weaknesses of each remaining candidate, a second poll will be taken on the remaining candidates.

591 The Equal Employment Opportunity Representative will inform the ~~panel~~
592 Selection Committee members which of the candidates received four or
593 more affirmative responses. Should more three or candidates receive at
594 least four affirmative votes (or a majority with a ~~panel~~ Selection
595 Committee of less than five), this group of candidates will continue to be
596 considered. If less than three of the candidates interviewed receive the
597 required four affirmative votes, the Selection Committee may request the
598 ~~Vice President~~ Director of Human Resources, or designated
599 representative, and the Equal Employment Opportunity Representative
600 to approach recommend to the Superintendent/President to accept fewer
601 than three finalists. Otherwise, the process will be abandoned and the
602 position re-advertised.

603
604 A discussion will be held in an attempt to reach consensus in
605 designating three finalists to be sent to the Superintendent/President for
606 a final interview. If three finalists do not emerge from the discussion, the
607 ~~panel~~ Selection Committee members will cast a Borda vote (three points
608 will be given for each Selection Committee member's first choice, two
609 points for each member's second choice, and one point for each
610 member's third choice) on all active candidates. Each ~~panel~~ Selection
611 Committee member will vote for up to three candidates. The Equal
612 Employment Opportunity Representative will tally the results of the
613 Borda vote and inform the ~~panel~~ Selection Committee of the candidates
614 with the highest number of votes. At no time will the Equal Employment
615 Opportunity Representative indicate to the ~~panel~~ Selection Committee a
616 ranking of the candidates. Only the finalists' names in alphabetical order
617 will be revealed.

618
619 The names of the finalists will be forwarded unranked to the
620 Superintendent/ President and final interviews will be arranged. Along
621 with the finalists' names, each ~~panel~~ Selection Committee member may
622 submit to the ~~Vice President~~ Director of Human Resources through the
623 Equal Employment Opportunity Representative his/her evaluation of the
624 strengths and weaknesses of each of the finalists to be forwarded to the
625 Superintendent/ President. These evaluations will be written before the
626 ~~panel~~ Selection Committee adjourns. The Equal Employment
627 Opportunity Representative should advise ~~panel~~ Selection Committee
628 members that the strengths and weaknesses forms should reflect only
629 strengths and weaknesses, and be based solely on job-related criteria.
630 The Equal Employment Opportunity Representative will consult with the
631 Diversity Officer to review the strengths and weaknesses to see that they
632 comply with equal opportunity employment guidelines prior to their
633 submission to the Superintendent/President.

634 635 75. Final Selection

636
637 The final interviews shall be conducted by the Superintendent/President in the
638 presence of the Chairperson of the ~~Hiring Panel~~ Selection Committee, the
639 appropriate Vice President or designee and the Equal Employment

640 Opportunity Representative. These final interviews shall be held as soon as
641 possible after the conclusion of the initial interviews.

642
643 The Superintendent/President may request reference/background checks on
644 one or more of the finalists before making a final selection. All
645 reference/background checks will be conducted by the ~~Vice President~~
646 Director of Human Resources, or designee, and the information shared only
647 with the Superintendent/President. Reference/background checks should
648 solicit only job-related information, which may include academic background,
649 professional experience, and personal qualities relative to performance in the
650 faculty position.

651
652 If none of the finalists is acceptable to the Superintendent/President for
653 reasons that are shared with the ~~panel~~ Selection Committee, additional
654 finalists may be requested. The ~~Hiring Panel~~ Selection Committee will be
655 reconvened to decide which, if any, additional candidates will be forwarded to
656 the Superintendent/President. If none of the candidates is found to be
657 acceptable by the Superintendent/President, and the ~~panel~~ Selection
658 Committee declines to send any additional candidate(s), the process will be
659 abandoned and the position re-advertised.

660
661 86. Confidentiality and Integrity of the Hiring Recruitment and Selection
662 Procedure

663
664 All persons involved in the hiring recruitment and selection process, from the
665 point of receipt of applications through Board approval of the recommended
666 candidate, will be charged with the responsibility of maintaining the highest
667 level of professional ethics and confidentiality.

668
669 Prior to ~~paper~~ screening, the following statement of confidentiality will be
670 signed by those participating in the hiring recruitment and selection process:

671
672 *My signature not only serves to indicate the author of the above notes,*
673 *but also indicates my agreement to keep confidential all information I*
674 *have read or heard regarding all of the candidates for this position*
675 *including information on the application, the candidate's answers to the*
676 *interview questions, and any and all verbal information during the*
677 *evaluation discussion of the candidates, including the results of the*
678 *voting process. I understand that a breach of this confidentiality will*
679 *result in a letter of reprimand, which will be placed in my personnel file*
680 *and I will have no future participation in the hiring recruitment and*
681 *selection process, at the discretion of the Diversity Officer.*

682
683 In addition, the Equal Employment Opportunity Representative, at the
684 conclusion of the final interviews, will remind the Superintendent/President of
685 the importance of confidentiality.

686
687 Written allegations stating violations of these procedures shall be investigated
688 by the Diversity Officer and the ~~Vice President~~ Director of Human Resources.
689 Allegations without proven merit shall be dismissed with written notice

690 provided to the members of the Hiring Panel Selection Committee.
691 Allegations with proven merit shall be considered cause for abandonment of
692 the process, at the determination of the Diversity Officer and the Vice
693 President Director of Human Resources.

694
695 General concerns and questions from members of the Hiring Panel Selection
696 Committee should be discussed with the Vice President Director of Human
697 Resources and/or the Manager of Human Resources/Staff Diversity Diversity
698 Officer.

700 9. Evaluation of Hiring Procedure

701
702 All stages of the hiring procedure which might adversely impact applicants
703 from underrepresented groups shall be reviewed by the Diversity Officer. The
704 Diversity Officer shall confirm that equal opportunity employment procedures
705 were followed. If the Diversity Officer finds a violation at any stage of the
706 process, sufficient enough to create an adverse impact, it is his/her
707 responsibility to stop the process and suggest solutions which might correct
708 the violation. If the violation cannot be corrected, the Diversity Officer can
709 cause the process to be abandoned and the position to be re-advertised.

710
711 This hiring procedure is subject to review and revision at the request of the
712 Human Resources sub-committee on faculty hiring procedures which consists
713 of up to five administrators (which includes the Vice President of Human
714 Resources) and up to five faculty (which includes the Academic Senate
715 President). The subcommittee on faculty hiring procedures will develop a
716 confidential evaluation form to be filled out by each participant (except the
717 applicants) in the hiring process for new full-time faculty positions. Revised
718 procedures shall be mutually agreed upon by the Academic Senate and the
719 Board of Trustees.

720
721 Office of Primary Responsibility: Human Resources

722
723
724 **Date Adopted:**
725 (New administrative procedure not replacing any existing Citrus College regulation)

726
727 **Approved by** HR Advisory/Staff Diversity Committee Approved in 2009/2010
728 Academic Senate
729 CCFA
730 CCAFF
731 CSEA
732 ASCC
733 Management Team
734 Supervisor/Confidential
735 Steering
736 Board of Trustees

737
738 *Note: New language indicated by underline, deleted language indicated by strikethrough, and*
739 *subsequent changes to language indicated by shading.*

740
741
742 11/18/10: Distributed via email to the leaders of all constituent groups for review and approval.

BP 7201 RECRUITMENT AND SELECTION OF FULL-TIME FACULTY

References:

- Education Code Sections 70901.2, 70902(b)(7) & (d), 87100 et seq.;
Title 5 Sections 53000 et seq. and 51023.5;
ACCJC Accreditation Standard III.1.A

From current Citrus College Policy P-4107 titled Hiring Procedures for Full-Time Faculty

The Board of Trustees is committed to maintaining a strong and stable core of full-time faculty with long-term commitments to this community college. In addition, it is imperative that faculty are empathetic and sensitive to cultural diversity and the changing demographics of the student population.

The Board of Trustees promotes the effort to ensure that faculty who are hired can teach and are experts in the subject matter of their curriculum, and counselors, librarians, and other instructional and student service faculty who are hired can foster college effectiveness and are experts in the subject matter of their specialty.

The regulations for hiring full-time faculty should ensure that faculty hired are people who are empathetic and sensitive to the racial and cultural diversity in the college, are well prepared by education and training, and are of the temperament to respond effectively to the educational needs of all the special populations served by Citrus College.

The superintendent/president shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

The recruitment and selection process for full-time faculty shall be accomplished in accordance with BP and AP 7100 - Equal Employment Opportunity.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for recruiting and selecting academic employees shall be established and implemented in accordance with Board Policies and Administrative Procedures regarding the Academic Senate's role in local decision-making.

Office of Primary Responsibility: Human Resources

Date Adopted:

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by HR Advisory/Staff Diversity Committee Approved in 2009/2010
Academic Senate
CCFA

799 CCAFF
800 CSEA
801 ASCC
802 Management Team
803 Supervisor/Confidential
804 Steering
805 Board of Trustees

806
807 *Note: New language indicated by underline, deleted language indicated by ~~strikethrough~~, and*
808 *subsequent changes to language indicated by **shading**.*

809
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811 11/18/10: Distributed via email to the leaders of all constituent groups for review and approval.
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819 AP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND
820 CERTIFICATES

821

822 **References:**

823 Title 5 Sections 55060 et seq.

824

825 **I. Associate Degrees**

826 For the Associate in Arts (A.A.) or Associate in Science (A.S.) degree, a student must demonstrate
827 competence in reading, written expression, and mathematics. The Associate in Arts (A.A.) Degree
828 or Associate in Science (A.S.) Degree will be awarded to any student upon satisfactory completion
829 of all of the following requirements:

830

831 1. Competence in reading, written expression, and mathematics

832 a. Math Proficiency - One of the following options:

833 1.) Completion of high school intermediate algebra AND placement at the
834 level of college algebra or higher on the Math Assessment Test; or

835 2.) Completion of any mathematics class listed in the mathematics section of the
836 General Education Requirements with a grade of "C" or better.

837 b. English Competence - (reading and written expression):

838 1.) Completion of English 101 or higher with a grade of "C" or better,
839 depending on the major requirement.

840 c. Reading Competence - Proficiency in reading may be satisfied by one of the
841 following:

842 1.) A satisfactory score on the reading component of the placement test at
843 the level of Reading 120; or

844 2.) Completion of Reading 099 with a grade of "C" or better.

845

846 2. Sixty (60) units of accredited lower division college credit in courses that have been properly
847 approved pursuant to Title 5 Section 55002(a)

848 a. Basic skills and remedial courses numbered under 100 do not apply toward
849 the 60 units required for graduation.

850 b. Students may petition to have noncredit courses counted toward the
851 satisfaction of requirements for an associate degree.

852

853 3. Major Requirement

854 Completion of at least 18 units with a grade of "C" or better in each course attempted that is
855 counted toward the major.

856

857

858

859

860 4. General Education

861 Completion of one of the following options:

- 862 a. Option I: 22 units as stipulated by the Citrus College **Catalog graduation requirements**;
863 or
864 b. Option II: 39 units as stipulated by the CSU general education certification
865 requirements; or
866 c. Option III: 34 units as stipulated by the completion of the IGETC.

867
868 **For option I, up to 6 units two courses may also be counted towards the major**
869 **requirement. For options II and III, there is no limit on the number of units that may**
870 **count towards both general education and major requirements.**

871
872 Note: A multi-cultural (ethnic studies) course is offered in at least one of the general
873 education areas listed above.

874
875 5. Residence Requirement

- 876 a. Successful completion of a minimum of 12 units in residence including attendance during
877 the last semester; or
878 b. 30 units in residence if the last semester is not in residence.

879

880 6. Physical Education Requirement

- 881 a. Three units of physical education or dance activity **as stipulated in the Citrus College**
882 **Catalog**; or
883 b. Successful completion of PE 170, 171, or 173.

884

885 7. Scholarship Requirements

- 886 a. An overall grade point average of 2.0 in all courses taken at Citrus College and all other
887 courses transferred from other colleges used toward a Degree or Certificate;
888 b. A 2.0 grade point average in major requirements; and
889 c. Good academic standing at the college.

890

891 8. Transfer Units

- 892 a. From U.S. accredited colleges: Only units from regionally accredited colleges or
893 universities may be transferred. Relevant upper division units may be used toward an AA or
894 AS degree.
895 b. From foreign colleges: Transcripts from foreign colleges and universities will be accepted
896 only when evaluated by an evaluating service recognized by Citrus
897 College. Credit will be granted when the academic level of the coursework is
898 deemed to be comparable to that of classes taught in fully accredited United
899 States colleges and universities.

900

901

902 9. Graduation/Certificate Application

- 903 Completion of an Application for Graduation/Certificate together with submission
904 of relevant petitions and official transcripts by stipulated deadlines.
905 a. Graduation requirements must come from a single catalog.
906 b. A student who receives an associate degree may subsequently or
907 simultaneously work on additional degrees, provided they complete 18
908 additional units for each major.

909

910 10. Outstanding Debt

- 911 A diploma and/or certificate may not be released until the student has paid all
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912 outstanding debts to the college.

913

914 Note: District policies and procedures regarding general education and degree requirements
915 are updated and published in the college catalog and filed with the State Chancellor's Office.

916

917 11. Multiple Majors

918 Within the graduation requirements for the Associate Degree at Citrus College, it
919 is possible for a student to complete the requirements for more than one major
920 providing that minimum requirements are met for each major and that a minimum
921 of 18 units applies exclusively to each major.

922

923 **II. Associate Transfer Degrees**

924 **The Associate Degree for Transfer will be awarded to any student upon satisfactory**
925 **completion of the following requirements:**

926

927 **1. Sixty (60) units of accredited lower division college credit in courses that have been**
928 **properly approved pursuant to Title 5 Section 55002(a), provided they are accepted for**
929 **transfer to a California State University.**

930

931 **2. General Education**

932 **Completion of one of the following options:**

933 **a. Option II: 39 units as stipulated by the CSU general education certification**
934 **requirements; or**

935 **b. Option III: 34 units as stipulated by the completion of the IGETC.**

936

937 **There is no limit on the number of units that may count towards both general**
938 **education and major requirements.**

939

940 **3. Additional Graduation Requirements**

941 **Meets the requirements for graduation with an Associate of Arts or Associate of Science**
942 **as defined in Sections 3, 5, 7, 8, 9, 10, and 11 above.**

943

944 **III.12 Certificates**

945 Certificate of Achievement will be awarded upon satisfactory completion of the following
946 requirements:

947 **1. Successful completion of a course of study or curriculum that consists of 18 or more semester**
948 **units of degree-applicable credit coursework. Some certificates approved by the Chancellors**
949 **office may contain 1248 -17.5 units. At least 50% of the course work must be completed at**
950 **Citrus College.**

951 **2. Demonstration that the student has completed coursework and developed capabilities relating**
952 **to career or general education.**

953 **3. A "C" grade point average (2.0) for all "C" courses taken at the college or elsewhere, which are to**
954 **be applied toward the Certificate.**

955 **4. An Application for Graduation/Certificate together with relevant petitions and official transcripts**
956 **by stipulated deadlines.**

957

958

959 **IV.13 Skill Awards**

960 Skill awards are shorter credit programs established by the District that:

961 1. Are consistent with the mission of the District;

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- 962 2. Meet a demonstrated need;
963 3. Are feasible and adhere to guidelines on academic achievement;
964 4. Do not require California Community College Chancellor's Office approval; and
965 5. May be given any name or designation deemed appropriate except for
966 certificate of achievement, certificate of completion, or certificate of competency.
967 **6. At least 50% of the course work must be completed at Citrus College.**

968
969

970 **V.14. Catalog Rights**

971 ~~The catalog sets forth requirements for achieving an Associate Degree or Certificate. These~~
972 ~~requirements may change from one catalog to the next. Catalog rights are established for~~
973 ~~any semester that a student is in attendance. The specific catalog employed toward~~
974 ~~graduation requirements and all implied rights cease after two semesters of non-~~
975 ~~attendance. State of California and federal law, as well as Citrus College Board Policy, shall~~
976 ~~take precedence over catalog rights. Students not enrolled when applying for a degree or~~
977 ~~certificate must use the current catalog.~~

978
979

980 **Students who maintain continuous enrollment may elect to graduate under the**
981 **requirements of the Citrus College catalog in effect at the time of admissions to**
982 **Citrus College or at the intended date of graduation from Citrus College.**

983 **Continuous Enrollment**

984 **A student is continuously enrolled if he/she receives a grade (A, B, C, D, F, FW,**
985 **MW, P, NP, or I) in any semester, fall or spring, during each academic year.**

986 **Continuous enrollment is maintained at Citrus College if a student transfers to**
987 **another regionally accredited institution, as long as he/she maintains continuous**
988 **enrollment at that institution.**

989 **Continuous enrollment is defined as attendance in one semester or two quarters**
990 **(excluding summer or winter) within an academic calendar year at a regionally**
991 **accredited institution.**

992 **Note: State of California and federal law, as well as Citrus College Board Policy, shall take precedence**
993 **over catalog rights**

994
995

996 **VI.15. Official Transcripts**

997 In order to apply units completed at another institution toward a degree, official transcripts may be
998 mailed or hand-delivered provided they arrive in an officially stamped and sealed envelope by the
999 issuing institution. Official transcripts have an embossed or water seal.

1000

1001 Transcripts from colleges accredited by one of the regional associations of the Accrediting
1002 Commission for Junior Colleges will be evaluated during a student's first semester of attendance at
1003 Citrus College.

1004

1005 Transcripts from non-accredited colleges are sometimes evaluated for prerequisite and course
1006 placement. Military service credits based on DD-214 are posted after a veteran's first semester of
1007 attendance.

1008

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Office of Primary Responsibility: Academic Affairs

Approved by **ASCC**
 CSEA
 Management Team
 Senate
 Supervisors/Confidential
 EPC
 Steering

Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in shading.

1026 Faculty Evaluation Summary
1027 Spring, 2011

1028
1029
1030
1031 When the Association demanded and obtained our legal right to bargain all Board and Administrative Policies that
1032 govern working conditions, those that govern Faculty Evaluation were among the many issues that came to the table.
1033 That negotiation has lasted over a year and we believe the result is a simplified, articulate, single document that both
1034 articulates the faculties' commitment to academic excellence and assures faculty the principal responsibility for the
1035 effectiveness of the evaluation process.

1036
1037 Surprisingly, Faculty Evaluation is currently governed by the following documents which are often vague and
1038 occasionally contradictory:

1039
1040 Board Policy 4114 (Revised 1993)
1041 Board Policy 4115 (Revised 1993)
1042 Board Regulation 4114 (Revised 1996)
1043 Board Regulation 4115 (Revised 1996)
1044 Faculty Evaluation Handbook (Revised 1996)
1045 Board Regulation 4114 (Revised 2006)
1046 Current practice which varies with departments

1047
1048 We have done our best to cull the original intent and best wording from all these documents and frame it in a
1049 concise, easy to follow format. Provided below are examples of current and proposed language regarding some of
1050 the important issues from our negotiations.

1051
1052 For more information, all current documents as well as the Proposed Policy (AP 7203) are available on the
1053 Association web site.

1054
1055
1056 Evaluation Team for Non-Tenured Faculty

1057
1058 R-4114 (06) states:
1059 There should be a maximum of two faculty members and at least one administrator on a team. The peers must
1060 include the department chair or dean of the division in which the evaluatee serves. The chair of the team shall be
1061 elected by the members.

1062
1063 R-4114 (96) reads:
1064 There should be a maximum of two faculty members and at least one administrator on a team. The peers must
1065 include the department chair and should be from the same discipline. The chair of the team shall be elected by the
1066 members.

1067
1068 The Evaluation Handbook states:
1069 The team shall consist of the Department Chair, one tenured faculty from the same discipline, and one administrator.

1070
1071 **None of the current documents give any instruction as to WHO selects the team.**

1072
1073 The Proposed Policy reads:
1074 The evaluation committee for a contract faculty member shall consist of two (2) tenured faculty members and the
1075 faculty member's dean, or the dean's designee. The two (2) faculty members shall preferably be selected from the
1076 contract faculty member's subject area, or if that is not possible, from a closely related discipline. The contract
1077 faculty member shall select one member of his/her evaluation committee, and the dean, or the dean's designee, shall
1078 select the second member of the evaluation committee. The evaluation committee selected during the contract
1079 faculty member's first contract shall, to the extent it is possible, serve as the evaluation committee for each
1080 evaluation during the contract faculty member's probationary status. The dean, or the dean's designee, shall serve
1081 as chair of the evaluation committee.

1082
1083
1084 The Evaluation and Tenure Oversight Committee

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1086 The role of ETOC as stated in R-4114 (06) and R-4114 (96) is as follows:
1087 They will insure that all tenure and evaluation forms contain precise and uniform language and are valid.
1088 They will insure that evaluators are trained in valid evaluation principles and procedures.
1089 They will take responsibility for the review and renewal of the tenure and evaluation process.
1090 They will provide year-to-year continuity for the tenure and evaluation process.
1091 They will assist in linking the tenure and evaluation process to appropriate selection and development activities.
1092 They will review and forward recommendations from the evaluation teams to the Superintendent/President after
1093 verifying that Citrus College policy and procedures were followed.
1094 They will return recommendations to evaluation teams if there is some question as to the validity of the process.
1095 They will adjudicate any disagreement over the membership of the Faculty Review Team.

1096
1097 Since ETOC has not met for over seven years, and since much of the administrative role assigned to them falls under
1098 the purview of the Office of Human Resources, and since the Proposed Policy is now clear on who chooses the
1099 evaluation team and how, thus eliminating any possible disagreement over membership, the role of ETOC has been
1100 dropped from the Proposed Policy.

1101
1102
1103 Evaluation Team for Tenured Faculty

1104
1105 R-4114 (96) states:
1106 The composition of the team will be determined at the department level. There should be a maximum of two faculty
1107 members and at least one administrator on a team. The faculty may include a department chair, and additional
1108 academic administrator, faculty from another college, or faculty from another discipline. The evaluatee will select
1109 his or her team in consultation with his or her department chair.

1110
1111 The Evaluation Handbook reads:
1112 The evaluatee shall select his/her team in consultation with his/her department chair and area administrator.

1113
1114 R-4114 (06) states:
1115 The composition of the team will be determined at the departmental level. There should be a maximum of two
1116 faculty members and at least one administrator on a team. The faculty may include a department chair, and
1117 additional academic administrator, faculty from another college, or faculty from another discipline. The evaluatee
1118 will select his or her team in consultation with his or her department chair. If the dean of the division in which the
1119 evaluatee serves is not selected then the dean will complete the Dean's Evaluation Form and submit it to the team for
1120 their consideration and inclusion. The faculty member may submit a written response to the Dean's Evaluation Form
1121 to the team for their consideration and inclusion.

1122
1123
1124 The Proposed Policy reads:
1125 **The composition of a regular faculty member's evaluation committee will be determined by the faculty**
1126 **member.** There should be a maximum of two (2) faculty members and at least one academic administrator on a
1127 team. The faculty may include an additional academic administrator, faculty from another college, or faculty from
1128 another discipline. If the dean of the division in which the faculty member provides academic services is not selected
1129 to be a member of the evaluation committee, then the dean will complete the Dean's Evaluation Form and submit it
1130 to the evaluation committee for their consideration and inclusion. The faculty member may submit a written
1131 response to the Dean's Evaluation Form to the evaluation committee for their consideration and inclusion.

1132
1133
1134 Grievance Procedure

1135
1136 R-4114 (06) states:
1137 In the event that there is a disagreement between a tenured employee and Citrus College concerning the evaluation
1138 process, the disagreement(s) shall be addressed as grievances.

1139
1140 R-4114 (96) reads the same.
1141
1142 **Neither document makes provision for the filing of a grievance by a non-tenured faculty member.**

1143
1144 R-4115 states that:

1145 A decision not to grant tenure or not to reappoint a probationary employee may be addressed as grievances
1146 according to Section 87610.1 of the Education Code.
1147

1148 The Proposed Policy states:

1149 In the event of a recommendation not to enter into a contract for the following year or not to employ the contract
1150 faculty member as a permanent member of the faculty, the effected contract faculty member may file a grievance in
1151 accordance with Education Code Section 87610.1

1152 In the event there is a disagreement between a regular (tenured) employee and the District concerning the evaluation
1153 process, the disagreement(s) may be addressed as grievances.
1154

1155 Components of the Evaluation

1156 R-4114 (06) states that:

1157 One of the factors used in evaluation will be the teaching materials used by the faculty member. A brief, uniform
1158 self-evaluation form, developed in consultation with the Faculty Senate, will be used by all departments.
1159

1160 R-4114 (96) also refers to “teaching materials used by the faculty member” as well as the self-evaluation.
1161

1162 The Faculty Evaluation Handbook (96) also references the Professional Growth Report which includes, among other
1163 things, “teaching materials.”

1164 The Proposed Policy under “Components of Evaluation” for both Tenured and Non-tenured faculty has defined
1165 these “teaching materials” and reads:

1166 The evaluation of contract faculty shall include an instructor portfolio consisting of course syllabi, examples of tests
1167 and class handouts for each preparation.
1168

1169 Distance Education Faculty

1170 For obvious reasons, none of the current documents make any reference to the evaluation of faculty who teach
1171 Distance Education. For that reason a new section in the Proposed Policy reads:

1172 In the event that a contract or regular faculty member teaches distance education courses, the following provisions
1173 will apply:

- 1174 a) At least one (1) on-line class will be observed. The observation team will consist of one (1) evaluation
1175 committee member and the distance education faculty coordinator. The distance education faculty coordinator,
1176 unless a member of the evaluation committee, will have only an advisory role. The observation will include review
1177 of the online content, the navigability of the course site and student evaluation for the particular class.
- 1178 b) Student evaluations will be completed on a form specifically designed for distance education courses.
- 1179 c) The online class may be used as one of the preparations for the required observations.

1180 Department Chairs

1181 All of the current documentation reflects the previous existence of Department Chairs. Obviously there is no
1182 provision for how policy should proceed in the event the position no longer exists. As a result, in the Proposed
1183 Policy, all reference to Department Chairs has been replaced with language that reflects current practice. In the
1184 event that the committee currently working on the reinstatement of Department Chairs proposes and has approved
1185 recommendations regarding Department Chairs’ participation in Faculty Evaluation then, of course, the Proposed
1186 Policy will be amended to reflect those changes.
1187

1188 Evaluation Forms

1189 In addition to the documents mentioned above, there are 10-15 forms which have been created over the years for use
1190 in faculty evaluation. The Negotiating Team is working to reduce, simplify, and make consistent these forms. These
1191 are also available for view on the Association web site.
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Attachment #9

1205 In Conclusion.....

1206

1207 While negotiation on Faculty Evaluation has been a long and often tedious process, we believe the Proposed Policy
1208 is an improvement over current documentation and varied practice. Please feel free to contact any member of the
1209 team with questions.

1210

1211 Bruce Langford

1212 Claudia Pohl

1213 Brian Waddington

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Proposed Citrus Community College District Policy CCLC No. 7150

1222

Human Resources TENTATIVE AGREEMENT

1223

As of **12/13/10**

1224

1225

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AP 7203 Evaluation: Full-Time Faculty¹

1227

1228

1229

References: Education Code Sections 87610.1, 87663, and 87664

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1231

I. INTRODUCTION

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The evaluation process is designed to promote professionalism, enhance performance and be closely linked with staff development efforts. The evaluation process should be effective in yielding a genuinely useful and substantive assessment of performance. Among other things, this requires an articulation of clear, relevant criteria on which evaluations will be based

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The principal purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance, to help employees who are performing satisfactorily further their own growth, to identify weak performance, to assist employees in achieving needed improvement and to document unsatisfactory performance.

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Participants in the evaluation process must be sensitive to the diversity of California and the community served by the District.

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1245

A faculty member's students, administrators, and peers should all contribute to his or her evaluation, but the faculty member should play a central role in the evaluation process and, together with appropriate administrators, assume a principal responsibility for the effectiveness of the process.

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II. DEFINITIONS

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Regular Faculty: A tenured faculty member.

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Contract Faculty: A probationary (non-tenured) faculty member who will serve a four year probationary period, commencing with the fall term of the first academic year in which the contract faculty member serves at least seventy-five (75%) percent of the days considered a full-time assignment. A first year contract faculty member serves under a one-year contract; a second year contract faculty member serves under a second one-year contract and; a third year contract faculty member serves under a two-year contract completing the third and fourth years of the probationary period.

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Preparation: A preparation is defined as a course with a distinct name, course number, and delivery method (e.g.: distance education, learning communities).

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III. EVALUATION CRITERIA: REGULAR AND CONTRACT FACULTY

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¹ In the event that the discussions of the current committee exploring the development of a department chair model leads to the establishment of department chairs with responsibility concerning the evaluation of full-time faculty, this Board Policy and Administrative Procedure will be modified to reflect the established role for department chairs.

1269 The following eleven criteria are intended to delineate common areas of performance to be
1270 evaluated during both regular and contract faculty member evaluations. The criteria are not all
1271 inclusive, and are not intended to eliminate from consideration alternate standards of performance
1272 common to the profession.
1273

1274 These criteria will be most helpful if they are used as a basis for diagnosis and dialogue rather than
1275 as a basis for a judgment. The behavioral descriptions under each criterion are only examples.
1276 Evaluation teams that believe other behaviors are necessary for a particular area are encouraged
1277 to establish these with the evaluatee at the beginning of the process.
1278

1279 Faculty whose primary assignment is not in the classroom, should work with their evaluation teams
1280 in adapting these criteria to their professional responsibilities.
1281

1282 **1. Skill in Establishing Rapport/Trust**

1283 Effective faculty members create an environment of tolerance and trust in which students can
1284 gain the most information for their academic, career or life decisions.

- 1285 • Responds appropriately to student requests/concerns.
- 1286 • Demonstrates respect for students (active listening, respecting confidentiality).
- 1287 • Is consistently available to meet with students during office hours or alternate times.
- 1288 • Is aware of need to make referrals when advising is beyond scope of instructor.

1289 **2. Classroom Management Skills**

1290 Effective faculty members are able to guide class exercises and discussions using a
1291 combination of techniques while maintaining control of the class.

- 1292 • Maintains control of the class.
- 1293 • Maintains the lesson plan and instructional objectives while in class (controls
1294 distractions).
- 1295 • Is available and willing to assist students when they work independently.
- 1296 • Stimulates discussion through questions and small group activities.

1297 **3. Application of Learning Theory**

1298 Effective faculty members are aware of, and apply, learning theory in the design and delivery of
1299 course content. They may use a variety of teaching methods and classroom aids to maximize
1300 student learning.

- 1301 • Creates a coherent framework that effectively guides the student through the content of the
1302 course.
- 1303 • Illustrates key learning points.
- 1304 • Employs teaching methods appropriate to individual differences.

1305 **4. Evaluation Skills**

1306 Effective faculty members provide students with opportunities both in and out of class to
1307 measure their progress.

- 1308 • Provides a variety of opportunities to measure student progress.
- 1309 • Is sensitive to students' self-esteem when evaluating their progress.
- 1310 • Clarifies learning goals and establishes specific criteria for final grades, which are
1311 distributed to students at the beginning of the course as part of the faculty member's course
1312 syllabus.
- 1313 • Clarifies the students' responsibilities for learning.

1314 **5. Skill in Managing Time**

1315 Effective faculty members use time efficiently. This may mean adjusting the lesson quickly,
1316 promptly resolving student disruptions or distractions, or using an involving technique when
1317 student interest wanes. Effective faculty organize activities and time prior to arrival.

- 1318 • Uses the full time allowed for class.
- 1319 • Manages activities to make the best use of time for student learning.
- 1320 • Paces content and maintains student interest.

1321 **6. Skill in Creating the Learning Environment**

- 1327 Effective faculty members establish and maintain the correct psychological and physical
1328 learning environment from the outset of the course.
1329 • Specifies course expectations during first class session as identified in the course syllabus
1330 and reinforces expectations throughout the semester.
1331 • Sets and maintains high standards.
1332 • Provides sufficient and appropriate learning resources.
1333 • Is aware of need for appropriate physical environment
1334

7. Adaptability and Flexibility

- 1336 Effective faculty members are sensitive to the importance of the learning environment. They
1337 adapt to changes with a minimum of impact on their effectiveness. They are flexible enough to
1338 incorporate alternative teaching methods as needed.
1339 • Can teach effectively in various settings.
1340 • Uses current developments and student situations as learning opportunities.
1341 • Maintains composure when confronted with unexpected circumstances.
1342 • Clarifies concepts to facilitate student understanding.
1343

8. Subject Area Knowledge and Continued Professional Growth

- 1345 Effective faculty members stay current in their discipline through reading, continuing formal
1346 education, seminars, professional organizations, etc. They realize the need to update their
1347 knowledge base.
1348 • Answers students' questions related to planned content.
1349 • Is willing to bring additional information to next class.
1350 • Is aware of current developments in subject area.
1351 • Reads pertinent professional publications.
1352

9. Course Conceptualization and Integration

- 1354 Effective faculty members have a conceptual understanding of the positioning of their class
1355 inside the general curriculum and are able to integrate their course content to maximize student
1356 learning.
1357 • Displays understanding of how course content fits into overall curriculum.
1358 • Maintains awareness of courses preceding and following current course.
1359 • Initiates curriculum changes to integrate course more effectively.
1360 • Maintains standards consistent with equivalent courses.
1361

10. Presentation Skills

- 1363 Effective faculty members are competent presenters. They have acquired the basics of public
1364 speaking, which allow them to maximize the delivery of content. They present material in an
1365 interesting, informative manner.
1366 • Avoids jargon or technical terms that students do not understand.
1367 • Uses appropriate delivery skills (eye contact, gesture, body motion).
1368 • Uses appropriate verbal skills (volume, tone, inflection).
1369

11. Respect for Colleagues and the Teaching Profession

- 1371 Effective faculty members are involved in department affairs. This involvement gives faculty a
1372 broader perspective on curriculum design and allows them to develop collegial relationships.
1373 • Attends staff development activities and department meetings as appropriate.
1374 • Assists in curriculum/program development, program review, and evaluation.
1375 • Uses department resources wisely.
1376 • Responds on time to administrative requirements (attendance, grades, ordering supplies).
1377 • Serves on department and college-wide committees.
1378 • Takes an active role in long-range planning.
1379 • Acts in accordance with ethics of the profession.
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IV. EVALUATION PROCESS: CONTRACT FACULTY (YEARS 1, 2, AND 3/4)

Contract faculty shall be evaluated at least once during each year of probationary status. In the case of a contract faculty member hired initially in a spring semester, the annual evaluation process will commence in the succeeding fall semester.

Contract faculty evaluation is an extension of the hiring process during which contract faculty are integrated into the life of the college prior to becoming permanent faculty members of the college community. The decision to grant tenure is as important as the initial employment decision.

a) Contract Faculty Evaluation Committee

The evaluation committee for a contract faculty member shall consist of two (2) tenured faculty members and the faculty member's dean, or the dean's designee. The two (2) faculty members shall preferably be selected from the contract faculty member's subject area, or if that is not possible, from a closely related discipline. The contract faculty member shall select one member of his/her evaluation committee, and the dean, or the dean's designee, shall select the second member of the evaluation committee. The evaluation committee selected during the contract faculty member's first contract shall, to the extent it is possible, serve as the evaluation committee for each evaluation during the contract faculty member's probationary status. The dean, or the dean's designee, shall serve as chair of the evaluation committee. The committee chair shall be responsible for maintaining the evaluation file. At the conclusion of the evaluation process, the file shall be returned to Office of Human Resources.

b) Components of the Evaluation

The evaluation of contract faculty shall include: 1) professional growth/self-evaluation report; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests and class handouts for each preparation; and, 6) any other components mutually agreed to by the faculty member and his/her evaluation committee.

c) Evaluation Timelines

The following timelines are directive in nature and not mandatory, except to the extent that a contract faculty member's evaluation must be completed by no later than the end of the fall semester of each contract year.

1. Mid-September: Evaluation Committee Formation

The dean of each department or area, in consultation with the Office of Human Resources shall ensure that an evaluation committee is formed for each first contract faculty member and still in place for second and third contract faculty members.

2. October 1: Initial Evaluation Conference

The evaluation committee shall meet with the contract faculty member to review the timelines and procedure for the evaluation. The Evaluation Criteria and the forms used will be reviewed. The contract faculty member shall provide the evaluation committee with his/her instructor portfolio. By the conclusion of this meeting a schedule for classroom observations, the date for student evaluations, and the due date for the contract faculty member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed upon and set.

3. November: Classroom Observations

The evaluation committee shall conduct at least three (3) classroom observations. The classroom observations should be of distinct preparations unless the contract faculty member has an assignment consisting of fewer than three (3) preparations. In such case, observations of at least three (3) different classes should be conducted. If a contract faculty member is assigned a lab or clinical time, at least one (1) observation will include

1441 lab or clinical time. For non-classroom faculty, the observations may include counseling
1442 appointments or other visitation of the contract faculty member during assigned time. The
1443 classroom observations shall be conducted during the time-period established during the
1444 initial evaluation conference. Observations will be for a minimum of forty (40) minutes
1445 each. At the conclusion of an observation, the evaluation committee member is to
1446 complete the Faculty Observation Report Form.

1447
1448 4. Mid-November: Student Evaluations
1449 By the end of the first week in November, the Office of Human Resources will provide each
1450 dean with student evaluation packets for each contract faculty member to be evaluated. By
1451 mid-November, the dean will distribute the student evaluations consistent with
1452 departmental practice. The contract faculty member being evaluated may not be present in
1453 the classroom while students are completing their evaluation. The student evaluations will
1454 be provided to the contract faculty member at the end of the semester.

1455
1456 5. Early December: Evaluation Committee Meeting
1457 The evaluation committee shall meet to review that all required forms have been completed
1458 and that the contract faculty member has provided the evaluation committee with his/her
1459 Professional Growth/Self-Evaluation Report. The evaluation committee, upon review of the
1460 entire evaluation file, shall prepare a final evaluation report utilizing the Contract Faculty
1461 Evaluation Summary Form.

1462
1463 In the event that the evaluation committee cannot reach a consensus as to the overall
1464 rating of the contract faculty member, at least two (2) members of the evaluation committee
1465 must agree on the rating. Any member of the evaluation committee may submit a written
1466 report dissenting from the Contract Faculty Evaluation Summary prepared by the majority
1467 of the evaluation committee.

1468
1469 As part of the Contract Faculty Evaluation Summary, the evaluation committee shall:

- 1470
- 1471 • For a contract faculty member working under his/her first one-year contract or
1472 second one-year contract recommend to either: 1) not enter into a contract for
1473 the following academic year; 2) enter into a contract (one/two year) for the
1474 following academic year; or, 3) employ the contract faculty member as a
1475 permanent employee for all subsequent academic years.
 - 1476
1477 • For a contract faculty member completing the second year of his/her third
1478 contract (final year of probationary status) recommend either: 1) not employ the
1479 contract faculty member as a permanent faculty member; or, 2) employ the
1480 contract faculty member as a permanent (tenured) faculty member for all
1481 subsequent academic years.

1482
1483 6. Mid-December: Final Evaluation Conference
1484 At the final evaluation conference the evaluation committee shall review its evaluation and
1485 recommendations with the contract faculty member. A copy of all evaluation reports will be
1486 provided to the contract faculty member.

1487
1488 In the event that the evaluation committee recommends that the contract faculty member's
1489 contract not be renewed or that the contract faculty member not be employed as a permanent
1490 faculty member, the recommendation will be forwarded to the superintendent/president who
1491 shall determine whether to forward the recommendation to the Board of Trustees for final action

1492
1493 In the event that the evaluation committee's recommendation is not unanimous, the
1494 superintendent/president shall, along with his/her recommendation, forward to the Board of
1495 Trustees any dissenting report prepared by an evaluation committee member and a copy of the
1496 contract faculty's evaluation packet. The Board of Trustees shall make the final decision with
1497 respect to the forwarded recommendation(s).

1498

1499 A recommendation from the evaluation committee to enter into a new contract for the ensuing
1500 year or in the case of the final year of contract faculty member's third contract that the contract
1501 employee be employed as a permanent faculty member for all subsequent academic years,
1502 shall be forwarded to the superintendent/president. The superintendent/president shall forward
1503 the evaluation committee's recommendation and his/her recommendation to the Board of
1504 Trustees. The Board of Trustees shall make the final decision with respect to the forwarded
1505 recommendation.

1506
1507 In the event of a recommendation not to enter into a contract for the following year or not to
1508 employ the contract faculty member as a permanent member of the faculty, the effected
1509 contract faculty member may file a grievance in accordance with Education Code Section
1510 87610.1

1511
1512 If a contract faculty member is evaluated as "Needs Improvement" with a recommendation to
1513 employ the contract faculty member for the following academic year, the evaluation committee
1514 and the contract faculty member shall develop a written improvement plan. The plan must have
1515 identifiable objectives and include the timelines within which each objective is to be achieved.
1516 At the conclusion of the timelines included in the plan for improvement, the contract faculty
1517 member shall submit to the evaluation committee a written report outlining the steps taken by
1518 the contract faculty member in compliance with the plan for improvement. The improvement
1519 plan, will be included as part of the Contract Faculty Evaluation Summary Form and will be part
1520 of the evaluation components for the contract faculty member's next evaluation.

1521
1522 The chair will ensure that the evaluation file is sent to the Office of Human Resources.

1523 1524 **V. EVALUATION PROCESS: REGULAR FACULTY**

1525
1526 Regular faculty members shall be evaluated every third year unless there is a recommendation for
1527 further evaluation based on an "Unsatisfactory" evaluation.

1528 1529 **a) Evaluation Committee**

1530
1531 The composition of a regular faculty member's evaluation committee will be determined by the
1532 regular faculty member, but should meet the following criteria:

- 1533 1. There should be a maximum of two (2) faculty members and at least one academic
1534 administrator on a team. The faculty may include an additional academic administrator,
1535 faculty from another college, or faculty from another discipline.
- 1536 2. All faculty members of a team shall be tenured.
- 1537 3. If the dean of the division in which the faculty member provides academic services is not
1538 selected to be a member of the evaluation committee, then:
 - 1539 a. The dean will complete the Dean's Evaluation Form and submit it to the evaluation
1540 committee for their consideration and inclusion as an evaluation document.
 - 1541 b. The faculty member may submit a written response to the Dean's Evaluation Form to the
1542 evaluation committee for their consideration and inclusion as an evaluation document.

1543 1544 **b) Components of the Evaluation**

1545
1546 The evaluation of regular faculty shall include: 1) professional growth/self-evaluation form; 2)
1547 student evaluation; 3) classroom or other appropriate observation; 4) committee member
1548 review; 5) an instructor portfolio consisting of course syllabi, examples of tests, and class
1549 handouts for each preparation; and, 6) any other components mutually agreed to by the faculty
1550 member and his/her evaluation committee.

1551 1552 **c) Evaluation Timelines**

- 1553 1. End of September
1554 The Office of Human Resources will provide each dean with a list of regular faculty
1555 members to be evaluated in the spring semester.

- 1556 2. End of Fall Semester

- 1559 All regular faculty members to be evaluated in the spring will complete the formation of
1560 his/her evaluation committee.
1561
- 1562 3. March 1: Initial Evaluation Conference
1563 The evaluation committee shall meet with the regular faculty member to review the
1564 timelines and procedure for the evaluation. The Evaluation Criteria and the forms used will
1565 be reviewed. The regular faculty member shall provide the evaluation committee with
1566 his/her instructor portfolio. By the conclusion of this meeting a schedule for classroom
1567 observations, the date for student evaluations, and the due date for the regular faculty
1568 member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed
1569 upon and set.
1570
- 1571 4. April: Classroom Observations
1572 The evaluation committee shall conduct at least three (3) classroom observations. The
1573 classroom observations should be of distinct preparations unless the regular faculty
1574 member has an assignment consisting of fewer than three (3) preparations. In such case,
1575 at least three (3) observations of different classes should be conducted. If a regular faculty
1576 member is assigned a lab or clinical time, at least one (1) observation will include lab or
1577 clinical time. For non-classroom faculty, the observations may include counseling
1578 appointments or other visitation of the regular faculty member during assigned time. The
1579 classroom observations shall be conducted during the time period established during the
1580 evaluation conference. Observations will be for a minimum of forty (40) minutes each. At
1581 the conclusion of an observation, the evaluation committee member is to complete the
1582 Faculty Observation Report Form.
1583
- 1584 5. Early April: Student Evaluations
1585 By the end of the first week in April, the Office of Human Resources will provide each dean
1586 with student evaluation packets for each regular faculty member to be evaluated. By mid-
1587 April, the dean will distribute the student evaluations consistent with departmental practice.
1588 The regular faculty member being evaluated may not be present in the classroom while
1589 students are completing their evaluation. The student evaluations will be provided to the
1590 regular faculty member at the end of the semester.
1591
- 1592 6. May 1: Evaluation Committee Meeting
1593 The evaluation committee shall meet to review that all required forms have been completed
1594 and that the regular faculty member has provided the evaluation committee with his/her
1595 Professional Growth/Self-Evaluation Report. The evaluation committee, in review of the
1596 entire evaluation file shall prepare a final evaluation report utilizing the Regular Faculty
1597 Evaluation Summary Form.
1598
- 1599 In the event that the evaluation committee cannot reach a consensus as to the overall
1600 rating of the regular faculty member, at least two (2) members of the evaluation committee
1601 must agree on the rating. Any member of the evaluation committee may submit a written
1602 report dissenting from the Regular Faculty Evaluation Summary prepared by the majority of
1603 the evaluation committee.
1604
- 1605 7. Mid-May: Final Evaluation Conference
1606 At the final evaluation conference the evaluation committee shall review its evaluation and
1607 recommendations with the regular faculty member. A copy of all evaluation reports will be
1608 provided to the regular faculty member.
1609
- 1610 If a regular faculty member is evaluated as "Needs Improvement" the faculty member shall
1611 prepare a plan for improvement and submit it to the evaluation committee. The evaluation
1612 committee shall review the plan and either approve the plan as submitted or request the
1613 regular faculty member to modify the plan consistent with its direction. The plan must have
1614 identifiable objectives and include the timelines within which each objective is to be
1615 achieved. At the conclusion of the timelines included in the plan for improvement, the
1616 faculty member shall submit to the evaluation committee a written report outlining the steps
1617 taken by the faculty member in compliance with the plan for improvement. The plan for

1618 improvement will be attached to the evaluation summary and will be used as part of the
1619 next regular evaluation of the faculty member.
1620

1621 If a regular faculty member is evaluated as “Unsatisfactory”, the faculty member shall
1622 prepare a plan for improvement and submit it to the evaluation committee. The evaluation
1623 committee shall review the plan and either approve the plan as submitted or request the
1624 faculty member to modify the plan consistent with its direction. The plan must have
1625 identifiable objectives and include the timelines within which each objective is to be
1626 achieved. At the conclusion of the timelines included in the plan for improvement, the
1627 regular faculty member shall submit to the evaluation committee a written report outlining
1628 the steps taken by the faculty member in compliance with the plan for improvement. The
1629 plan for improvement shall be attached to the evaluation summary. The regular faculty
1630 member shall be evaluated the following spring semester consistent with the guidelines for
1631 the evaluation of a faculty member and shall also include under “Components of
1632 Evaluation” the plan for improvement.
1633

1634 At the conclusion of this meeting, the chair will ensure that the evaluation file is sent to the
1635 Office of Human Resources.
1636

1637 In the event there is a disagreement between a regular employee and the District
1638 concerning the evaluation process, the disagreement(s) may be addressed as grievances.
1639

1640 **VI. SPECIAL PROVISIONS FOR FACULTY TEACHING DISTANCE EDUCATION**

1641 In addition to the evaluation process set forth above, in the event that a contract or regular faculty
1642 member teaches distance education courses, the following provisions will apply:
1643
1644

1645 a) At least one (1) on-line class will be observed. The observation team will consist of one (1)
1646 evaluation committee member and the distance education faculty coordinator. The distance
1647 education faculty coordinator, unless a member of the evaluation committee, will have only an
1648 advisory role. The observation will include review of the online content, the navigability of the
1649 course site and student evaluation for the particular class.
1650

1651 b) Student evaluations will be completed on a form specifically designed for distance education
1652 courses.
1653

1654 c) The online class may be used as one of the preparations for the required observations.
1655

1656 **VII. EVALUATION FORMS**

1657 The following forms are included as part of this Administrative Procedure:

- 1659 • Contract Faculty Evaluation Forms
- 1660 • Regular Faculty Evaluation Forms

1661



FACULTY OBSERVATION REPORT - INSTRUCTION

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FACULTY MEMBER DEPARTMENT
TERM YEAR COURSE
DAY/TIME NUMBER OF STUDENTS PRESENT
TEAM MEMBER DEPARTMENT

- Did you have a preliminary conference with faculty member before visitation? Yes () No ()
Did the faculty member provide his/her portfolio for your review? Yes () No ()
Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the faculty member and other members of the team.

- 1. What are the strengths of this person's role as a teacher and faculty member?
2. What are the weaknesses of this person's role as a teacher and faculty member?
3. Provide an overall assessment of the student evaluations.
4. Provide an overall assessment of the professional growth activities.

Team Member's Signature Date

Comments of Faculty Member, if any:

Faculty Member's Signature Date

This is a confidential document. Please take extra precautions to assure its confidentiality.

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Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. responds appropriately to questions and comments					
2. listens and communicates effectively					
3. maintains control of the class					
4. stimulates discussion through questions and small group activities; encourages questions and discussion					
5. illustrates key learning points & explains the material clearly					
6. uses a variety of teaching methods and classroom aids					
7. provides a variety of opportunities to measure student progress					
8. clarifies learning goals and criteria for final grades in course syllabus					
9. paces content and maintains student interest					
10. manages activities to make the best use of time for student learning					
11. provides sufficient and appropriate learning resources					
12. specifies course expectations in course syllabus					
13. maintains composure when confronted with unexpected circumstances					
14. checks to see if students understand material; stresses understanding as well as facts					
15. is current in the discipline and has kept the course content updated					
16. is willing to bring additional information to the next class					
17. initiates curriculum changes to keep the course effective					
18. maintains standards consistent with equivalent courses					
19. uses appropriate eye contact, gestures, and body language					
20. uses appropriate volume, tone, and inflection					
21. participates in department activities as appropriate; serves on department and college-wide committees					
22. responds on time to attendance, grades & ordering schedule					

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FACULTY OBSERVATION REPORT – COLLEGE NURSE

FACULTY MEMBER _____ DEPARTMENT _____
 TERM _____ YEAR _____
 DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____
 TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()
 Did the faculty member provide his/her portfolio for your review? Yes () No ()
 Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the college nurse/faculty member and other members of the team.

1. What are the strengths of this person’s role as a college nurse and faculty member?

2. What are the weaknesses of this person’s role as a college nurse and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of recent profession growth activities.

Team Member’s Signature

Date

Comments of Faculty Member:

Faculty Member’s Signature

Date

This is a confidential document. Please take extra precautions to assure its confidentiality.

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. demonstrates currency and depth in the field of Health Services.					
2. demonstrates adequate knowledge of Student Health Center state and local regulations, policies and procedures.					
3. demonstrates adequate knowledge of state or federal laws that affect Student Health Centers and student programs.					
4. demonstrates adequate knowledge of District policies & procedures					
5. demonstrates proficient use of written and oral language.					
6. protects privacy of information and confidentiality of student health medical records per regulatory guidelines.					
7. provides appropriate assessment, treatment, counseling, information or referrals for student health needs.					
8. responds in an appropriate and timely manner to the questions and health needs of students.					
9. demonstrates professionalism and treats students respectfully.					
10. relates appropriately to students with a variety of health concerns.					
11. respects the diverse cultural backgrounds of students.					
12. coordinates staffing to maintain coverage for hours of operation for the Student Health Center.					
13. assists students appropriately in reaching their health goals, encouraging proactive and preventative health measures.					
14. uses informational handouts and aftercare instructions in an effective way.					
15. demonstrates patience & promptness in assessing student needs.					
16. participates in professional development activities related to the Student Health Center.					
17. communicates and works collegially with other faculty and staff.					
18. meets obligations on time (e.g., flex reports, schedules . . .).					
19. meets required regulatory agency reports in a timely manner (e.g., OSHA and Communicable Disease).					
20. demonstrates safe use and proper handling of materials, equipment, tools and college facilities.					
21. participates in dept & college-wide committees as appropriate.					
22. maintains educational and professional contacts with the community appropriate to her/his relevant professional commitments					



FACULTY OBSERVATION REPORT – LIBRARIAN

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the librarian/faculty member and other members of the team.

1. What are the strengths of this person's role as a librarian and faculty member?

2. What are the weaknesses of this person's role as a librarian and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of recent profession growth activities.

Team Member's Signature

Date

Comments of Faculty Member:

Faculty Member's Signature

Date

This is a confidential document. Please take extra precautions to assure its confidentiality.

58 Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. responds appropriately to questions and comments					
2. listens and communicates effectively					
3. maintains control of the library/class					
4. stimulates discussion through questions and small group activities; encourages questions and discussion					
5. illustrates key learning points & explains the material clearly					
6. uses a variety of teaching methods and classroom aids					
7. provides a variety of opportunities to measure student progress					
8. is available to students and others in academic community					
9. paces content and maintains student interest					
10. manages activities to make the best use of time for student learning					
11. provides sufficient and appropriate learning resources					
12. is aware of need for appropriate physical environment					
13. maintains composure when confronted with unexpected circumstances					
14. checks to see if students understand material; stresses understanding as well as facts					
15. is current in the discipline/field					
16. is willing to research a question and provide additional information at a later time					
17. contributes to building, organizing and maintaining library holdings					
18. maintains library standards and policies					
19. uses appropriate eye contact, gestures, and body language					
20. uses appropriate volume, tone, and inflection					
21. participates in department activities as appropriate; serves on department and college-wide committees					
22. responds on time to attendance, grades & ordering schedule					

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REGULAR FACULTY (TENURED) EVALUATION SUMMARY

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Faculty Name: _____

Department: _____ Academic Year: _____

The Evaluation Committee met with the faculty member on this date: _____

- Reviewed timelines, procedures, standards of evaluation, forms
- Faculty member provided the Evaluation Committee w/ Portfolio (to include syllabus, examples of tests, and class handouts for each preparation)
- Schedule for Classroom Observations:

- Date for Student Evaluations:

- Date for faculty member to submit Self-Evaluation and Professional Growth:

PREVIOUS EVALUATION:

- Satisfactory
- Needs Improvement+
- No previous evaluation

+ The written Improvement Plan from the previous evaluation will be included as part of the evaluation components for the faculty member's current evaluation.

The Evaluation Committee met on this date: _____

- All Observations/Evaluation Forms are completed
- Self-Evaluation and Professional Growth submitted to Evaluation Committee
- Reviewed file and prepared Evaluation Summary
 - ◆ Two members must agree on rating
 - ◆ Any member may submit written report dissenting with majority

The Evaluation Committee met with the faculty member on this date: _____

- Reviewed all forms, overall assessment, commendations and recommendations with faculty member
- Attached faculty member's Professional Growth Report and Self-Evaluation
- Provided a copy of all evaluation reports to faculty member

Team Chair shall be responsible for distributing the evaluation packet to the faculty member at the end of the semester, including the student evaluation summary and surveys.

106 **CURRENT EVALUATION:**

107 Satisfactory Needs Improvement * Unsatisfactory

108
109 * A written Improvement Plan must be developed by the Faculty member and submitted to the Evaluation Committee.
110 The Plan is reviewed and approved as submitted OR the faculty member is requested to modify the plan consistent
111 with its direction. The Improvement Plan is attached to this Evaluation Summary.
112 ◆ Plan contains identifiable objectives with timelines for each.
113 ◆ Faculty member to submit to the Evaluation Committee a written report outlining the steps taken in
114 compliance with the Plan.
115 ◆ Improvement Plan will be included as part of the evaluation components for the next evaluation
116

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118 **Provide an overall assessment of the student evaluations:**

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121 **Provide an overall assessment of the professional growth activities:**

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124 **Recommendation / Suggestion:**

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127 **Commendation:**

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130 **Recommended date for next Evaluation (or meeting for an Improvement Plan):** _____
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134 **SIGNATURES:**

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136 Signed: _____ I agree/dissent w/ team summary _____
137 _____

138 **Team Member** circle one Date

139 Signed: _____ I agree/dissent w/ team summary _____
140 _____ **Team Member** circle one Date

141 Signed: _____ I agree/dissent w/ team summary _____
142 _____

143 **Team Chair** circle one Date

144 Signed: _____ I agree/dissent w/ team summary _____
145 **Faculty Member** circle one Date

146
147 The faculty member signature indicates that he/she has read the Evaluation Summary, but it does not necessarily imply agreement.
148
149 For purposes of compliance with Education Code, this summary shall be considered part of the personnel file and, thus, the faculty
150 member has the right to respond to any comment in this summary.

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153 Signed: _____ _____
154 _____ **Appropriate Vice President** Date

155
156 Date received in Human Resources: _____



CONTRACT FACULTY (NON-TENURED) EVALUATION SUMMARY

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Faculty Name: _____ Contract year # 1 2 3 4
circle year being completed

Department: _____ Academic Year: _____

The Evaluation Committee met with the faculty member on this date: _____

- Reviewed timelines, procedures, standards of evaluation, forms
- Faculty member provided the Evaluation Committee w/ Portfolio
(to include syllabus, examples of tests, and class handouts for each preparation)
- Schedule for Classroom Observations:

- Date for Student Evaluations:

- Date for faculty member to submit Self-Evaluation and Professional Growth:

PREVIOUS EVALUATION:

- Satisfactory
- Needs Improvement+
- No previous evaluation

+ The written Improvement Plan from the previous evaluation will be included as part of the evaluation components for the faculty member's current evaluation.

The Evaluation Committee met on this date: _____

- All Observations/Evaluation Forms are completed
- Self-Evaluation and Professional Growth submitted to Evaluation Committee
- Reviewed file and prepared Evaluation Summary
 - ◆ Two members must agree on rating
 - ◆ Any member may submit written report dissenting with majority

The Evaluation Committee met with the faculty member on this date: _____

- Reviewed all forms, overall assessment, commendations and recommendations with faculty member
 - Attached faculty member's Professional Growth Report and Self-Evaluation
 - Provided a copy of all evaluation reports to faculty member
- Team Chair shall be responsible for distributing the evaluation packet to the faculty member at the end of the semester, including the student evaluation summary and surveys.

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PROFESSIONAL GROWTH AND SELF-EVALUATION REPORT

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NAME _____ DEPARTMENT _____

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SEMESTER/ACADEMIC YEAR _____ DIVISION _____

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Any content contained herein will be inclusive of activities since the last professional growth report. Include dates.

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I. PROFESSIONAL RESPONSIBILITIES

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Complete the following information about your load this semester:

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Class Title	Lecture	Lab	Online	Overload	# of students
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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II. SERVICE TO COLLEGE

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Describe other college assignments, college/departmental committees in which you have been involved. This may include, but not be limited to, reassigned time or other similar assignment not reflected in load above.

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III. EDUCATIONAL AND PROFESSIONAL DEVELOPMENT

Describe your educational development activities. This may include seminars, conferences, or courses which you have attended or presented.

Describe your professional development activities. This may include community service, publications, research, the arts or employment in the field.

IV. SELF-EVALUATION

Describe any new teaching techniques or approaches implemented, new courses taught, or other curricular development.

Identify areas that you want to improve or develop professionally.

Identify areas of strength as a faculty member.

Describe how you have used assessment of learning outcomes in your classroom/teaching.

Faculty Signature _____ Date _____

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DEAN'S EVALUATION FORM

Attachment #17

Faculty Member _____ Date _____
 Dean _____ Department _____
 Evaluation Team Chair _____

This form to be used when the Dean is not a member of the faculty member's evaluation team.

This Faculty Member	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
Meets assigned classes as scheduled.					
Holds office hours as required by contract.					
Submits grades and other administrative forms in a timely manner.					
Maintains current membership in campus and/or statewide committees.					
Participates in departmental meetings and activities.					
Responds appropriately to student requests/concerns.					
Initiates curriculum updates and changes to appropriately maintain course and program currency.					
Acts in accordance with the ethics of the profession as stated in the 1987 AAUP <u>Statement on Professional Ethics</u> .					

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Faculty Member Signature _____ Date _____
 Dean Signature _____ Date _____
Evaluation Team Chair Signature _____ Date _____

This form and all attachments, including faculty response, will be placed with Evaluation packet **prior to the final evaluation meeting with the faculty**. Comments may be attached for responses of "Generally Agree", but documentation and/or explanation must be attached for all responses of "Generally Disagree" or "Strongly Disagree."

349 Classroom Instruction Evaluation

- 350
- 351 1. This course was well organized, understandable and effective.
- 352 2. The instructor explained course material and concepts clearly.
- 353 3. The instructor checked to see if students understood the material.
- 354 4. The instructor seemed well informed in his/her subject area.
- 355 5. The instructor was enthusiastic in their instruction.
- 356 6. The instructor stimulated interest in the subject.
- 357 7. The instructor encouraged questions and discussion.
- 358 8. The instructor was open to viewpoints other than his/her own.
- 359 9. The instructor set and maintained high standards of achievement.
- 360 10. The instructor began class on time.
- 361 11. The instructor promoted appropriate student conduct in the classroom.
- 362 12. The instructor's syllabus was clear and accurately represented the course.
- 363 13. The instructor's assignments were clear.
- 364 14. The instructor provided reasonable time to complete assignments.
- 365 15. The exams were fair and understandable.
- 366 16. The instructor returned assignments and exams in a timely manner.
- 367 17. The instructor's system of grading was fair.
- 368 18. The instructor provided constructive feedback.
- 369 19. The required text was important to success in the class.
- 370 20. The instructor was available for personal consultation either through office hours on campus,
- 371 virtual office hours or by appointment.
- 372 21. The instructor responded to emails or communication in a timely manner.
- 373 22. The site was well organized and easy to navigate. (Distance Ed)
- 374
- 375 23. *My reading ability was adequate for this course.*
- 376 24. *My writing ability was adequate for this course.*
- 377 25. *I was rarely absent.*
- 378 26. *The instructor used Blackboard for disseminating information.*
- 379 27. *The instructor made use of Blackboard for posting grades.*
- 380
- 381