Article 6 — Evaluation/Tenure of Faculty

What Changed?

New language will streamline the faculty evaluation process. Major changes include:

1) **After completing the Mode A Comprehensive Evaluations and receiving tenure, tenured faculty will be placed on a Mode B Brief Evaluation for the rest of their careers unless they request a Comprehensive Evaluation, or if they receive a "needs improvement" on a Mode B brief.** If they receive a "needs improvement" on a brief, a Mode B Comprehensive Evaluation will occur the following semester.

2) **The portfolio has been eliminated and replaced with a simplified Evaluation Packet.** The Evaluation Packet will consist of a simplified form and course materials for classes being taught that semester. The form will ask faculty to list three goals, three accomplishments, they achieved during the previous evaluation period, and a brief SLO narrative. The goals and accomplishments should be measureable and achievable.

3) **Mode A faculty also will include a teaching/service philosophy in the Evaluation Packet, but this teaching/service philosophy is optional for Mode B faculty.**

4) **Mode B Remediation:** This is an intermediate step for faculty who receive a "needs improvement" on a Mode B Comprehensive Evaluation for items that could be corrected over summer before the beginning of the next semester (i.e., including but not limited to updating syllabi, SLOs, course materials). These faculty members would no longer automatically be placed on Mode C, which is more appropriate for remediation involving classroom or service observation and student evaluation.

5) **Mode R**: **This is a self-evaluation for those who have submitted written retirement notification to Human Resources.** Mode R will be a simple form that includes a brief statement of accomplishments, a brief SLO statement, and the retiring faculty's opinion on how the college and the District may support teaching in the discipline in the future. It will include student evaluations but no classroom observations, and like a brief, the committee will be the faculty chair and an educational administrator.

6) **Faculty will have two chances to respond to their evaluation results, and they will receive electronic copies of their final evaluation:** During the post-evaluation summary meeting, faculty members learn the overall evaluation rating and will receive copies of their evaluation packet within a few days of the post-evaluation meeting. They will sign a statement that says they have 10 working days to write a response to the committee's findings. Once the evaluation cover sheet is signed off by the college president or designee, the chancellor, and reviewed by the Board of Trustees, an electronic copy will be sent to faculty by district Human Resources. Faculty now will have 10 working days to respond to any administrative comments on the evaluation cover sheet.

7) **Student evaluations of online faculty:** CCA and the District agreed in an MOU to create a two-year pilot program to increase the response rates of student evaluations of faculty who teach online classes. To increase student response rates of faculty evaluations, students will be presented with a screen that requires them to complete the evaluation or opt out of it before returning back into the class. CCA and District representatives will work with Instructional Technology and Class Climate software for this. Response rates for each class will be documented and evaluated based on CRN and class taught online. Upon mutual agreement, the two-year pilot shall be extended or discontinued. If the pilot program is extended, it shall continue for the term of the contract. If the pilot program is discontinued, the student evaluations shall revert to 2014-17 contract language.

8) **Class observations of online faculty:** Class observations of online faculty will happen at a scheduled time. Online evaluators will be limited to a set time to observe the class site, just as classroom observations are limited to a set time.

Pros: The faculty evaluation process should be shorter and easier, especially for faculty members who are in Mode B or who are being evaluated in the year of retirement. The creation of the Mode B Remediation step may prevent some faculty from being placed on a Mode C. Faculty would have two chances to respond to their evaluations: once when they learn the results and again when they receive an e-version of the entire evaluation packet. With the online student evaluations pilot program, it is possible online student evaluation response rate may improve. Observations of online faculty will be limited to a scheduled time to prevent observers from remaining indefinitely within an instructor's online class.

Cons: Some faculty may prefer the portfolio process or the scheduled comprehensive process. The online student evaluation pilot project may not increase the response rate for student evaluations, and if that happens, the process reverts to current contract language. Faculty also may receive more "needs to improve"

evaluation ratings because the Mode B Brief committee is comprised of only the chair and educational administrator. This would result in a Mode B Comprehensive Evaluation the following semester.