

Mode A Faculty Evaluations

KCCD CCA, BAKERSFIELD COLLEGE

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Your Presenters

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What Is “Mode A”?

Mode A is the evaluation process used for non-tenured faculty members.

It is covered in Article 6 of the Collective Bargaining Agreement (CBA, also called “the contract”).

A digital version of the contract is available on our website: kccdcca.com.

You can also request a printed copy of the contract from Human Resources.

What is the purpose of Evaluations?

Quality faculty are essential to the academic excellence of an institution. Therefore, it is a mutual expectation of faculty and administration that regular and on-going feedback be provided to faculty regarding job performance.

To ensure that quality teaching and support services remain the core ingredients in undergraduate education, the faculty evaluation process:

1. Focuses on professional growth, recognition, and improvement by identifying and providing instructional resources for support of individual faculty goals and growth.
2. Promotes faculty service (e.g. community, committee, professional activities).
3. Facilitates the accomplishment of individual faculty objectives linked to departmental, program, and institutional missions and goals.
4. Assesses the performance of the full scope of all assigned duties according to the job assignment and relevant professional standards.
5. Provides the basis for retention and tenure decisions.

What Do You Need to Do?

You will need to provide an Evaluation Packet (Article 6.C.2.a):

1. Goals and Accomplishments (Form PGA/FT)
 - First Year: “three measurable and achievable goals”
 - Years 2, 3, and 4: “three goals and three achievements”
2. “Teaching and/or service philosophy”
3. “Syllabi for courses taught in the current semester”

NOTE: If any person or document mentions the SLO Narrative, know that it is no longer required.



Goals and Accomplishments

Any goal/accomplishments that fits the list on the PGA form (and on page 34 of the 23-26 contract) is acceptable (“My goal is to develop a new grading system” or “My goal is to develop a new class”; include reasoning)

However, you should not choose something considered part of your normal contractual duties (“My goal is to come to class on time”).

The goal does need to be measurable, so avoid vagueness, such as “I will improve my teaching.”

75% of our contractual duties are teaching/support, so goals involving teaching/support are acceptable and appropriate.

One More Thing You Need to Do:

Your evaluation team will be made up of four members:

The Department Chair

A Tenured Faculty Member Chosen by the Department

A Tenured Faculty Member Chosen by You

The Educational Administrator

Article 6.F.3: “Committee members shall disclose potential conflicts of interest and recuse themselves if they cannot be fair and impartial.”

What Is the Process?

Mode A evaluations include the following:

A series of meetings

Classroom/workplace observations*

Student surveys*

A summary meeting and report from the evaluation team that includes a rating

*Details will vary depending on your position

Article 6.C.2.b Pre-Observation Meeting

Article 6.C.2.c Peer and Administrative Materials Review and Classroom Observations

Article 6.C.2.g Evaluation Team Meeting (team only)

Article 6.C.2.h Evaluation Summary Meeting

Article 6.F.3 includes a suggested timeline

It is worthwhile to review this section of the contract carefully before beginning the process.

Steps in the Process

Pre-Observation Meeting

From the contract (Article 6.2.b):

“Participatory meeting to clarify the evaluation process, review the faculty Evaluation Packet to provide a context for the evaluation process, answer questions, establish parameters (such as observations), determine who shall complete the Faculty Service Survey (if evaluatee has reassigned time or otherwise wishes to use this evaluation tool) and provide feedback from the committee about the materials presented. The evaluatee’s presentation of his/her Evaluation Packet shall take up to 20 minutes.”

Observations and Student Surveys

All committee members should be involved in observations.

“To the extent practicable, observations should be made of all faculty instructional, counseling, and library assignments. Observations shall be distributed across different assignments, different courses, different delivery modes, and different sections for the semester. Timely feedback should be provided to the evaluatee prior to the Evaluation summary meeting. Student evaluations shall be completed for all assignments.”
(Article 8.C.2.c) [emphasis added]

Observations and Surveys in Online Classes

Forms for Online Observations and Student Surveys are different than those for face-to-face classes.

Evaluators may not spend any more time in an online class than they would a normal class. (Article 6.K.1)

“Technological failure” cannot count against the evaluatee. (Article 6.B.4)

Evaluation Summary Ratings

Article 6.C.3.a-c

Satisfactory: All Is Well!

Needs to Improve: Recommended but requires a Remediation Plan (including a timeline for re-evaluation)

Unsatisfactory:

- Years 1, 2, or 4: Termination
- Year 3: Remediation Plan is required (including timeline for re-evaluation)

If you would like to see the various evaluation forms ahead of time, follow these steps:

Log on to insideBC

Click “Employees” tab

Click “Employee Forms”

Scroll down to “Human Resources” click “Faculty Evaluations”

Forms: Materials Review, Classroom Observations, Student Surveys

Wrap-Up

You can find a copy of the contract, information about meetings and officers, a link to join CCA, and more at our website: www.kccdcca.com

If you have any questions about this presentation, please feel free to contact the presenters:

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