

CITRUS COMMUNITY COLLEGE DISTRICT

Board Regulation

R-4114
Page 1 of 8

EVALUATION – ACADEMIC STAFF

CONTENTS OF THIS SECTION:

- I. Guiding Principles
- II. Evaluation Criteria
- III. Evidence Used in Evaluation
- IV. Definitions and Responsibilities

I. GUIDING PRINCIPLES

We wish to employ faculty who bring to this college breadth and depth of knowledge, pedagogical effectiveness and life experiences that will enrich their disciplines and stimulate learning.

To this end, regulations and procedures relating to the evaluation of academic staff should be congruent with the following principles.

1. Contract employees shall be evaluated at least once in each academic year. Regular employees shall be evaluated at least once in every three academic years. Part-time employees shall be evaluated within the first year of employment. Thereafter, evaluation shall be at least once every six regular semesters.
2. Evaluations shall include, but not be limited to, a peer review process.
3. The peer review process shall be on a departmental basis, to the extent practicable. It shall address the forthcoming demographics of California, and the principles of affirmative action.
4. Faculty evaluation shall include, to the extent practicable, student evaluation. Where student evaluation is not practicable, the options shall be self and administrative evaluation.
5. A contract faculty member shall be accorded the right to be evaluated under clear, fair, and equitable evaluation procedures which ensure good-faith treatment.
6. In the event that the evaluation process identifies a need for improvement, the college will provide resources for growth and remediation.
7. In the event that there is a disagreement between a tenured employee and Citrus Community College District concerning the evaluation process, the disagreement(s) shall be addressed as grievances.

II. EVALUATION CRITERIA

The following eleven criteria are intended to delineate common areas of performance to be evaluated during both the tenure and the evaluation process. The criteria are not all inclusive, and are not intended to eliminate from consideration alternate standards of performance common to the profession.

These criteria will be most helpful if they are used as a basis for diagnosis and dialogue, rather than as a basis for a judgment. THE BEHAVIORAL DESCRIPTIONS UNDER EACH CRITERION ARE ONLY EXAMPLES. Evaluation teams that believe other behaviors are necessary for a particular area are encouraged to establish these with the evaluatee at the beginning of the process.

The focus of SELF-EVALUATION shall be Faculty Inventory: 7 Principles for Good Practice in Undergraduate Education.

The focus of STUDENT EVALUATION shall be the first seven faculty evaluation criteria. These criteria parallel the seven principles used for self-evaluation. These criteria can best be evaluated by students who have experienced the faculty member throughout a semester.

The focus of both PEER and ADMINISTRATIVE EVALUATION shall be the last four evaluation criteria. Evaluation of these criteria is dependent upon the professional expertise of the evaluation team. Members of the evaluation team, however, will review the results of all evaluation documents with the evaluatee.

CITRUS COLLEGE CRITERIA FOR FACULTY EVALUATION AND TENURE

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

1. SKILL IN ESTABLISHING RAPPORT/TRUST

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

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

2. CLASSROOM MANAGEMENT SKILLS

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

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

3. APPLICATION OF LEARNING THEORY

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

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

4. EVALUATION SKILLS

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

- Provides a variety of opportunities to measure student progress.
- Is sensitive to students' self-esteem when evaluating their progress.
- Clarifies learning goals and, when appropriate, establishes specific criteria for grades which are distributed to students at the beginning of the course.
- Clarifies the students' responsibilities for learning.

5. SKILL IN MANAGING TIME

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

- Use the full time allowed for class.
- Manages activities to make the best use of time for student learning.
- Paces content and maintains student interest.

6. SKILL IN CREATING THE LEARNING ENVIRONMENT

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

- Specifies course expectations during first class session and reinforces expectations throughout the semester.
- Sets and maintains high standards.
- Provides sufficient and appropriate learning resources.
- Is aware of need for appropriate physical environment

7. ADAPTABILITY AND FLEXIBILITY

Effective faculty are sensitive to the importance of the learning environment. They adapt to changes with a minimum of impact on their effectiveness. They are flexible enough to incorporate alternative teaching methods as needed.

- Can teach effectively in various settings.
- Uses current developments and student situations as learning opportunities.
- Maintains composure when confronted with unexpected circumstances.
- Clarifies concepts to facilitate student understanding.

8. SUBJECT AREA KNOWLEDGE & CONTINUED PROFESSIONAL GROWTH

Effective faculty stay current in their discipline through reading, continuing formal education, seminars, professional organizations, etc. They realize the need to update their knowledge base.

- Answers students' questions related to planned content.
- Is willing to bring additional information to next class.
- Is aware of current developments in subject area.
- Reads pertinent professional publications.

9. COURSE CONCEPTUALIZATION AND INTEGRATION

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

- Displays understanding of how course content fits into overall curriculum.
- Maintains awareness of courses preceding and following current course.
- Initiates curriculum changes to integrate course more effectively.
- Maintains standards consistent with equivalent courses.

10. PRESENTATION SKILLS

Effective faculty are competent presenters. They have acquired the basics of public speaking which allow them to maximize the delivery of content. They present material in an interesting, information manner.

- Avoids jargon or technical terms that students don't understand.
- Uses appropriate delivery skills (eye contact, gesture, body motion).
- Uses appropriate verbal skills (volume, tone, inflection).

11. RESPECT FOR COLLEAGUES AND THE TEACHING PROFESSION

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

- Attends orientation and department meetings as appropriate.
- Assists in curriculum/program development and evaluation.
- Uses department resources wisely.
- Responds on time to administrative requirements (attendance, grades, ordering supplies).
- Serves on department and college-wide committees.
- Takes an active role in long-range planning.
- Acts in accordance with ethics of the profession.

III. EVIDENCE USED IN EVALUATION

Evidence used in the evaluation of Citrus College faculty may include:

1. The performance appraisal documents, which are based on the eleven criteria identified as being essential to faculty performance.
2. Formal and informal education pursued by the faculty member since the last evaluation.
3. Teaching materials used by the faculty member.
4. Professional participation at Citrus College in roles outside of the primary assignment.

IV. DEFINITIONS AND RESPONSIBILITIES

THE EVALUATION AND TENURE OVERSIGHT COMMITTEE

The Evaluation and Tenure Oversight Committee (ETOC) will be comprised of two faculty appointed by the Faculty Senate and two academic administrators appointed by the Superintendent/President. Committee membership shall be for two years, and members may be reappointed.

The committee is charged with adjudicating disputes that may arise during both the evaluation and tenure process and with evaluating the form and the process in order to make it meaningful for all participants.

1. They will insure that all tenure and evaluation forms contain precise and uniform language and are valid.
2. They will insure that evaluators are trained in valid evaluation principles and procedures.
3. They will take responsibility for the review and renewal of the tenure and evaluation processes.
4. They will provide year-to-year continuity for the tenure and evaluation processes.
5. They will assist in linking the tenure and evaluation processes to appropriate selection and development activities.
6. They will review and forward recommendations from the evaluation teams to the Superintendent/President after verifying that Citrus College policy and procedures were followed.
7. They will return recommendations to evaluation teams if there is some question as to the validity of the process.
8. They will adjudicate any disagreement over the membership of the Faculty Review Team.

EVALUATION TEAMS

The evaluation team, composed of peers and administrators, shall be the nucleus of the evaluation process. This process provides an opportunity for an active exchange of ideas, techniques, and suggestions. To this end, it is expected that the evaluation team will be the receiving group for all evaluation documents.

BECAUSE THEIR COMPOSITION IS DIFFERENT, PRE-TENURE TEAMS ARE REFERRED TO AS TENURE REVIEW TEAMS, WHILE POST-TENURE TEAMS ARE REFERRED TO AS FACULTY REVIEW TEAMS.

Composition of Evaluation Teams

The composition of the FACULTY REVIEW TEAM will be determined at the departmental level, but should meet the following criteria:

1. There should be a maximum of two faculty members and at least one academic administrator on a team. The faculty may include a department chair, an additional

academic administrator, faculty from another college, or faculty from another discipline. If at all possible, include two faculty members and one administrator on each team.

2. Membership may cross departmental lines.
3. All faculty members of a team shall be tenured.
4. The evaluatee will select his or her team in consultation with his or her department chair*.
5. If there is disagreement over the membership of the team, the issue will be adjudicated by the ETOC.
6. If the dean of the division in which the evaluatee provides academic services is not selected to be a member of the Faculty Review Team, then:
 - a. The dean, will complete the Dean's Evaluation Form and submit it to the Faculty Review Team for their consideration and inclusion as an evaluation document.
 - b. The evaluatee may submit a written response to the Dean's Evaluation Form to the Faculty Review Team for their consideration and inclusion as an evaluation document.

The composition of the TENURE REVIEW TEAM should meet the following criteria:

1. There should be a maximum of two faculty members and at least one academic administrator on a team. The peers must include the department chair* and should be from the same discipline. If at all possible, include two faculty members and one administrator on each team.
2. In the event that there are not sufficient members in the department at Citrus College, faculty may be chosen from a closely related discipline or from the same discipline but from another college.
3. All faculty members of a team shall be tenured.
4. The members of each Tenure Review Team will remain unchanged as much as possible during the entire tenure review process in order to provide continuity from one year to the next.
5. The chair of the team shall be elected by the members.

*or dean of the division in which the evaluatee provides academic services.

FUNCTION OF EVALUATION TEAMS

The FACULTY REVIEW TEAM will:

1. Meet with the evaluatee to mutually determine an evaluation plan.
2. Observe the evaluatee's performance in accordance with the evaluation plan.
3. Meet to consider the results of all evaluation documents.
4. Confer with the evaluatee as to the results of all evaluation documents. The primary purpose of these meetings is the improvement of instruction.
5. Forward the Evaluation Summary to the ETOC after completion of the evaluation process and after consultation with the evaluatee.
6. Forward all evaluation materials collected during the evaluation process, with the exception of student evaluation scantrons, to the ETOC secretary who will submit the completed evaluation to Human Resources.

The TENURE REVIEW TEAM will follow the policy and guidelines of Citrus College set forth in the Tenure Policy P-4115 and Tenure Regulations R-4115. At a minimum they will:

1. Meet with the candidate to mutually determine an evaluation plan.
2. Observe the candidate's performance throughout the tenure review process in accordance with the evaluation plan, confer with faculty members, the department chair, and appropriate administrators.
3. Confer with the candidate as to the results of the team, student, and self-evaluations. The purpose of these meetings is to improve instruction and to provide the basis for a summative evaluation as to the candidate's suitability for tenure.
4. Formulate a tenure recommendation, with supporting evidence based primarily on the evaluation of primary responsibility; in other words, teaching, counseling, etc. Whenever appropriate, the evidence shall include the results of student evaluation, as well as observation by the members of the Tenure Review Team.
5. Forward the Tenure Summary to the ETOC after completion of the evaluation process, and after consultation with the candidate.
6. Forward evaluation materials collected during the evaluation process, with the exception of student evaluation scantrons, to the ETOC secretary who will submit completed evaluation to Human Resources. The evaluation materials will be sealed and stored in Human Resources. They may be viewed by the chair of the Tenure Review Team or by the evaluatee. The final disposition of these materials is with the evaluatee.

THE ADMINISTRATIVE RESPONSIBILITY ON THE EVALUATION TEAM

In addition to serving as a full member of the evaluation team, the administrator is responsible for insuring a clear, fair and equitable procedure by making certain that:

1. Evaluators use valid evaluation principles and procedure.
2. Institutional policies and regulations on faculty evaluation are clearly communicated to the evaluatees, candidates, and evaluators.
3. The evaluation process for each faculty member is job-related, consistently applied, and not discriminatory.
4. There is positive and professional dialogue at all stages of the evaluation cycle.
5. That the process is meaningful to all participants, not just a matter of compliance.

THE FACULTY RESPONSIBILITY ON THE EVALUATION TEAM

In addition to serving as a full member of the evaluation team, faculty have a particular responsibility to insure that:

1. The primary focus of the evaluation team be to determine the quality of instruction.
2. The evaluation of scholarship be the determination of colleagues within the discipline.
3. Professional growth be a recognized and valued part of the evaluation process.
4. Valid differences in method of teaching and approaches to instruction are recognized.
5. The evaluation process is collegial and includes the views of the evaluatee's colleagues.

STUDENT EVALUATION

A brief, uniform survey, developed in consultation with the Faculty Senate, will be used by all departments. The results will be sent to the evaluatee's or candidate's evaluation team for review with the subject of the evaluation. Where student evaluation is not reasonable, a brief rationale should be attached to the Evaluation and Tenure Summary. If student evaluation is not used, self-evaluation is mandatory.

SELF-EVALUATION

A brief, uniform self-evaluation form, developed in consultation with the Faculty Senate, will be used by all departments. The primary benefit of this process will be the self-awareness attained by the conscious and thoughtful examination of the items listed. The completed form will be sent to the evaluation team for review. The recommended criteria for the self-evaluation are found in the Faculty Inventory: 7 Principles for Good Practice in Undergraduate Education.

Self-evaluation is optional, unless student evaluation is not used.

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