

TENURE, NON-TENURE, AND ADJUNCT EVALUATIONS

Spring 2017 Flex

WHY DO WE HAVE EVALUATIONS?

Per the Education code, contract faculty must be evaluated at least once a year and once every three years if a regular employee. *Educ. Code sec. 87663.*

Sound Principles for Faculty Evaluations: Evaluations are a tool for acknowledging and examining faculty performance and for improving student learning. They should also offer an opportunity for professional and personal development as colleagues mentor each other and discuss the best approaches and techniques to help students succeed.

WHAT DOES AN EVALUATOR NEED TO SCORE THIS QUESTION?

A. Knowledge of Subject Matter 1 2 3 4 5 N/A

1. Instructor demonstrates a broad knowledge of field
3. Instructor demonstrates an adequate understanding of the subject
5. Instructor does not appear to have an adequate background

SAMPLE INDICATORS: KNOWLEDGE OF SUBJECT MATTER

A. Knowledge of Subject Matter 1 2 3 4 5 N/A

Relates material to current events

- Brings in related topics, relevant/current research and/or documentation
- Responds comfortably to students' questions; not afraid to have students ask questions
- Relates material to professional and/or personal experiences &/or other disciplines
- Provides concrete examples from everyday life to illustrate/explain concepts
- Presents alternative viewpoints or theories; presentations are balanced/objective
- Uses relevant handouts
- Challenges students to think critically
- Uses terminology accurately; teaching appropriate content

From the "A Guide for Effective Evaluation"

AGAIN, WHAT DO YOU NEED TO SCORE THIS QUESTION?

G. Use of Appropriate Assessment Methods

1

2

3

4

5

N/A

(Suggestion: Request, if appropriate, a quiz or test before the classroom visitation.)

1. Methods of assessment are appropriate
3. Some methods do not seem to correspond with objectives
5. No correlation between assessment and objectives

SAMPLE INDICATORS: ASSESSMENT METHODS

G. Use of Appropriate Assessment Methods

1

2

3

4

5

- Usually need to refer to the syllabus
- Sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods are used to assess learning (can ask to review a sample exam)
- Assessments require critical thinking
- Assessments mirror the objectives that are stated and are related to text and class activities
- Assessments are of a college level nature or quality
- Includes written assignments or evaluations other than multiple choice
- Taps alternative learning styles
- Checks for understanding during class session

From the “A Guide for Effective Evaluation”

IT'S MORE THAN A ONE HOUR VISIT TO THE CLASSROOM

Evaluation should include looking at the following:

- Review the official curriculum Course Outline of Record (COR) so you are familiar with what should be taught in the course
- Review the section syllabus and check for title, course description, and SLOs
- Review the course calendar and compare to the outline of topics from the COR
- Review one or more forms of assessment - at least one must be college level, some written component if a lecture class - - important for articulation.

HOW ABOUT ACTIVITIES OUTSIDE OF THE CLASSROOM?

Full Time - non-tenured and tenured:

- Self-evaluation - must reflect upon non-classroom activities, including professional growth, FLEX, committee work, student activities, and community involvement.

Adjunct: No outside the classroom component is required.

- Self-evaluation - areas for improvement and professional growth activities.

FULL TIME [NON-TENURED & TENURED] EVALUATION PROCESS

Evaluation includes:

- Self Reflection (evaluatee)
- Visitation and Reports (evaluators)
- Student Evaluations
- Conference

FULL TIME NON-TENURE TIMELINE

1. Within 3 weeks of semester - initial conference.
2. Between week 3 and 10 days from end of semester - classroom observations.
3. At least 10 days before the end of the semester - Review conference held.
4. 3 days before Review Conference - Evaluator classroom observations due to evaluatee.
5. 10 days before the end of the semester - all original reports, summary, etc. due to HR and copies of same due to evaluatee.

NON-TENURED REMEDIATION PLAN

Purpose is to give faculty an opportunity to continue to build professional skills during the tenure process and to make progress in areas of the Remediation Plan.

NON-TENURED REMEDIATION PLAN, CONT.

Must include:

- Specific areas for improvement
- Suggestions for how to achieve the improvement, including, but not limited to:
 - Professional Development
 - FLEX
 - Professional growth
 - Mentoring
 - Other tools for advancement
- Timelines of expected improvement
- Outcomes to be achieved

FULL TIME REQUIRED NON-TENURED FORMS/DOCUMENTS

- Report of Tenure Review Committee (like a cover sheet)
- Committee Summary
- Remediation Plan (if necessary)
- 3 observation reports
 - Faculty Chair of committee
 - Faculty peers
 - Administrator
- Evaluatee Self-Evaluation

FULL-TIME NON-TENURED EVALUATION: CHALLENGES

- Removal -
 - Faculty Chair or Peer can ask Academic Senate to be removed from committee for meritorious reasons and evaluatee doesn't object.
 - Evaluatee faculty can make one challenge during entire tenure process to remove any member of committee.
- Cannot grieve the contents of the evaluations. If non-tenured faculty believes guidelines and procedures were not followed, then the faculty can request a board be appointed to review the faculty member's tenure evaluation procedure.
- The non-tenured faculty or any member of the committee can file a written dissent.

FULL TIME TENURED TIMELINE

1. Within 3 weeks of semester - initial conference.
2. Between week 3 and 10 days from end of semester - classroom observations.
3. At least 10 days before the end of the semester - Review conference held.
4. 3 days before Review Conference - Evaluator classroom observations due to evaluatee.
5. 10 days before the end of the semester - all original reports, summary, etc. due to HR and copies of same due to evaluatee.

FULL TIME REQUIRED TENURED FORMS/DOCUMENTS

- Committee Summary (like a cover sheet)
- 2 observation reports
 - Faculty Chair of committee
 - Administrator
- Evaluatee Self-Evaluation

FULL-TIME TENURED EVALUATION: CHALLENGES

- Agreement with faculty evaluator -
 - CIO has to agree to the faculty evaluator.
- No process to have faculty chair or administrator removed.
- Cannot grieve the contents of the evaluations. Can only grieve violations of procedures.
- The tenured faculty or any member of the committee can file a written dissent.

ADJUNCT EVALUATION: PROCESS

Evaluation includes:

- Student Evaluations
- Visitation and Report (evaluator)
- Self Reflection (evaluatee)
- Professionalism Report (optional)
- Conference

ADJUNCT: TIMELINE

- Frequency:
 - First semester and at least once more in four semesters (two-year cycle).
 - After 20 semesters and in good standing once in every six semesters(three-year cycle).
- Evaluation report should be given to adjunct within 28 days of classroom visitation.
- Professionalism report due 10 days before the conference and within 28 days of the classroom visitation.
- Self Reflection due 5 days before the conference.
- Conference - no sooner than 7 days from date of visitation
- Written response (evaluatee) - 14 days after conference

ADJUNCT EVALUATION: CHALLENGE

Adjunct may ask for an alternate evaluator be assigned - once (within 5 days)

Adjunct may request a second evaluation by a different evaluator if he feels the evaluation was inaccurate

If granted the evaluation will happen the following semester

Refusal to grant a second evaluation is not grievable by the evaluatee

ADJUNCT EVALUATION

Two different forms

- Online (could include co-evaluators)
- Classroom or Face-to-Face

Scoring is opposite of FT evaluation

- 5 is top score

Professionalism evaluation - optional

CALL YOUR UNION REPRESENTATION

If you have concerns as an evaluator or an evaluatee, call your union representation and ask for help