**ARTICLE 10 ACADEMIC EMPLOYEE EVALUATION (TA 5/23/14)**

**Section 1 Intent**

The evaluation procedure is intended to provide a formal arena for dialogue between academic employees and their administrators within which both can work toward greater understanding of academic disciplines, classroom/worksite challenges, professional objectives and styles, and preparation/delivery methods. It provides administrators the opportunity to discuss and observe the performance of the academic employee in her/his worksite and to assess whether the academic employee supports the college’s core themes and meets other contractual and professional obligations. It provides academic employees the opportunity to share the classroom/worksite experience with the administrator and to understand administrators’ perceptions of their performance. The ~~tenured~~ academic employee evaluations should serve as a process for reaffirming the professional standing of the academic employee. They are NOT intended to be a tool for termination. If concerns do emerge from the process of the ~~tenured~~ academic employee evaluation, administrators should discuss these concerns with the academic employee and investigate further, in accord with the provisions of the Master Contract.

CCS and AHE recognize that the ability of students to progress and mature academically is a combined result of school, home, economic and social environment and that the faculty member alone cannot be held accountable for aspects of the academic achievement of the student in the classroom.

**Section 2 Student Evaluation of ~~Tenured~~ Academic Employees**

**a.** The appropriate administrator is responsible for working in good faith with the academic employee to schedule and conduct student evaluations once during each academic year, on a class of the employee’s choosing. Procedure for conducting student evaluations are in Appendix B. Student evaluations of counselors and librarians shall be conducted in a manner appropriate to the worksite situation. The intent is for a given academic employee’s five-year evaluation to include five annual student evaluations, unless one or more has been invalidated, or the administrator and the academic employee mutually agree to include more.

**b.** Completed student evaluation forms shall be returned directly to the appropriate administrator and not through the academic employee (“faculty”) or department chair. As quickly as possible, but no later than the end of the quarter following evaluation, the administrator shall provide the academic employee with summarized numeric ratings and transcribed student comments. This summary may include administrative input as appropriate.

**c.** The academic employee has until the end of the quarter following receipt of the transcribed evaluation summary to request a meeting to discuss the evaluation. At this point, if the employee has not requested a meeting, the forms containing handwritten comments and other raw data as submitted by students should be appropriately destroyed. If the employee has requested a meeting, the raw data should be retained for possible review until the meeting has occurred.

**d.** Should the administrator fail or be unable to provide opportunity to meet and discuss, that year’s student evaluation will be invalidated, and the raw data as submitted by students will be appropriately destroyed.

**e.** Summarized and transcribed annual student evaluations retained in the division personnel file are considered informal documents.

**Section 3 Evaluation of Adjunct Academic Employees:** see Article 25(9).

**Section 4 Evaluation of Annualized Academic Employees:**

1. In the first year as a non-tenure track, annually contracted academic employee the following evaluation process will be used:
2. At least one student evaluation per quarter in a course of the employee’s choice,
3. An appropriate administrator observation in at least two of the three quarters, (a course syllabi for courses taught during the quarter of the appropriate administrator’s observation will be provided),
4. A peer observation (peer to be determined by the department), in one of the three quarters,
5. An evaluation meeting between the appropriate administrator and employee on or before May 31st
6. In any subsequent year in which the annualized academic employee is renewed, a student evaluation in at least one course of the annualized academic employee’s choice will be completed that academic year.
7. Consistent with [RCW 28B.50.851(2b)](http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.851), every five (5) years from initial hire, or sooner at the discretion of the appropriate administrator, an evaluation of a specially funded annualized academic employee will occur and include:
8. A student evaluation in at least one course of the annualized academic employee’s choice,
9. An appropriate administrator observation
10. A course syllabus for courses taught during the quarter of the appropriate administrator’s observation will be provided,
11. A peer observation (peer to be determined by the department),
12. A self-evaluation,
13. A professional activities report (PAR) prepared by the annualized employee,
14. A formal evaluation conducted by the appropriate administrator using the form contained in Appendix C-2,
15. Upon completion of a formal evaluation, an evaluation meeting will occur on or before May 31st to discuss performance. Attendees will include the appropriate administrator and the annualized academic employee.

**~~3.~~** ~~Thereafter, the associate academic employee shall have one student evaluation annually, and following every five years served in associate status a formal evaluation consistent with sub-section (d2) above.~~

**Section 5 Evaluation of Tenured Academic Employees**

**Requirements:** Periodic evaluation of tenured academic employees is required by the Legislature of the state of Washington (RCW 28B.50). Additionally, the Northwest Commission on Colleges and Universities reviews each institution’s tenured faculty evaluation program to ensure use of multiple indices, which include items generated by academic employees and items generated by others.

**Schedule:** Academic employees are evaluated during the fifth year following the grant of tenure, and each subsequent fifth year thereafter.

**Article 10, Table 1: Evaluation Timeline & Procedures**

**Step Timeline/Action Procedure**

**1** By November 1st: The appropriate administrator will identify the

**Notification to Faculty Member(s)** academic employees in his/her division who will participate in the formal evaluation process during the current academic year. The administrator will then notify these employ­ees, in writing, of their respective responsibilities for documentation, as listed in Tables 2-4. If appropriate, the administrator may schedule an informal meeting by February 1st with the academic employee(s), singly or in a group, to ensure mutual understanding of the process and documentation. The administrator will also work with the academic employee(s) to schedule formal evaluation meeting(s).

**2 Before Formal Meeting** Prior to the formal meeting, the appropriate administrator and academic employee will take actions and/or prepare required information listed in Tables 2-4. These documents will be delivered or exchanged at least one week prior to the formal meeting.

**3 Formal Evaluation Meeting** Formal Evaluation Meeting Prior to May 31st, the appropriate administrator will conduct the formal evaluation meeting, to discuss the documents listed in Tables 2-4.

**4** Not later than May 31st, The appropriate administrator will complete a

or as mutually agreed Performance Appraisal Summary form

**Finalize and Submit** (Appendix C2) and will share this with the academic employee. It is then forwarded to the Human Resources Office in accord with Article III, Section 4 of the Master Contract.

**Article 10, Table 2: Items Provided by the Academic Employee**

**1. The self-evaluation:**

A ~~performance-directed~~ document in a format of the employee’s choice focused on academic employee’s performance of professional responsibilities. Possible emphases: ~~pedagogical~~ teaching techniques (ability to lead students in critical thinking, small group discussion, use of visual aids, sequencing of material); diagnostic procedures; use of student evaluations; counseling practice; research assistance; etc.

**2.** Professional Activities Report (PAR) listing activities such as, but not limited to:

* Service to college and/or department including leadership positions, ~~or~~ committee membership, etc.
* Conferences, workshops, training.
* Professional organization activities.
* Travel, reading, text review, or curriculum development relevant to discipline or assignments.
* Community service.
* Work experience relevant to the discipline or assignments.

**3. Course Syllabi** for courses taught during the quarter of the ~~dean~~  appropriate administrator’s observation.

**Article 10, Table 3: Items Provided by the Appropriate Administrator**

**1. SUMMARIZED STUDENT EVALUATIONS** Academic employees are evaluated annually by students, per Art. 10(2) (previous page). The process by which these are conducted is delineated in Appendix B1. During the fifth-year evaluation process, a student evaluation is conducted according to the same rules and process. It, along with student evaluations conducted during the previous four years, are considered together during the fifth-year process.

**2. ADMINISTRATIVE EVALUATION** of the tenured academic employee, carried out according to criteria and forms mutually agreed to by AHE and the administration, will consist of the following two elements:

**a. Class/Worksite Observation** The academic employee and the administrator will schedule an observation of a class/worksite session for the purposes of discussing, understanding, and observing the academic employee’s objectives and performance. Prior to the observation, the academic employee will brief the administrator on any pertinent information relating to the class/worksite session such as what material has been covered, the dynamics of the group, teaching style, innovations, or if the session is typical or atypical. The administrator prepares for the visit through such activities as reading the catalog description of the course, looking at the course outline and syllabus, thumbing through the text or other materials provided by the academic employee, and/or reviewing the employee’s job descriptions, where appropriate, for non-instructional academic employees. The administrator will meet with the academic employee at agreed upon times and will observe the scheduled class/worksite session in its entirety or for at least one hour of a longer class session.

**b. ~~Tenured~~ Academic** The administrator will review the “~~Tenured~~ Academic

**Employee Performance** Employee Performance Appraisal Summary” (Appendix

**Appraisal Summary** C-2) in preparation for the formal meeting.

**Article 10 Table 4: Items Provided by Others**

**PEER EVALUATION** The academic employee shall invite a peer of the academic employee’s choice to observe a class/worksite session and to develop a summary of that observation using a standard model. Peer evaluations of counselors and librarians shall be conducted in a manner appropriate to the worksite situation, using standard forms contractually agreed upon for this purpose. At the academic employee’s option, the peer observation may occur during the same class/worksite session observed by the administrator. The peer evaluation will be shared with the academic employee and submitted to the appropriate administrator.

**Section 6 Disposition of Documents**

All documents relating to or arising from the evaluation process will be kept in files maintained by the appropriate administrator pursuant to Article 3(4). Upon completion of the fifth-year evaluation process, the signed original of the Performance Appraisal Summary (Form C2) will be forwarded to the academic employee’s personnel file in the Human Resources Office and is then deemed a formal document.

A copy of the most recent Performance Appraisal Summary, as well as copies of the student evalu­ation summaries for the most recent evaluation period, may be kept as informal documents in the division file until the next fifth-year evaluation is completed, at which time they will be appropriately destroyed.

The academic employee evaluation results, as contained in the Performance Appraisal Summary form, shall not be grievable.

**APPENDIX B-1**

**Process for Student Evaluation of Academic Employees**

This process is intended to ensure that:

1. student evaluations are conducted in a professional, unbiased manner;
2. all parties involved are committed to confidentiality;
3. a very limited number of people are involved in the process; and
4. the procedure is applied consistently and uniformly throughout CCS.

**STEPS**

1. Student evaluations are conducted pursuant to Article 10, Sect. 2 for tenured academic employees, and Article 10, Sect. 1 (e) for annualized academic employees and Article 25, Sect. 9 for adjunct employees, and Article 9, Sect. 4 (f & g) for probationary academic employees. Each academic employee agrees to work with the appropriate administrator to ensure evaluations are scheduled and conducted according the articles referenced.
2. To ensure consistency and uniformity, standard forms have been developed for each type of academic employee, and copies may be requested from the appropriate administrative office (see Appendices B1 & B2). There is some flexibility with respect to the format and content of the assessment instrument:

|  |  |
| --- | --- |
| Tenured academic employees  Annualized academic employees | 1. May use the standard forms without modification 2. May use the standard form (11 questions), plus 4 additional Likert-style questions of the employee’s choice 3. May develop his/her own form with agreement from the appropriate administrator 4. If the academic employee and administrator cannot agree, then option 1 or option 2 |
| Probationary (tenure-track) academic employees  Adjunct academic employees | Use standard forms (Appendices B1 & B2) |

1. All standard, modified, or employee-generated assessment instruments will include the introductory statement listed in Appendix B2, Instructions for Conducting Student Evaluations.
2. Appropriate support staff will prepare packets for the class selected by the instructor. The packets consist of pre-printed assessment envelopes, sufficient copies of the form for each student in the class, and a copy of Appendix B2, Instructions for Conducting Student Evaluations.
3. The academic employee will request a volunteer to read the opening statement, hand out the forms, and collect them afterward. The academic employee will then leave the room.
4. Prior to handing out assessment forms, the volunteer must read the statement in Appendix B2 in its entirety. The volunteer must be available to stay throughout the class session to collect the completed assessments and be able to deliver them in the sealed envelope to the ~~dean~~ appropriate administrator’s office immediately following the assessment. ***Forms are not to be returned to the faculty member or department chair.***
5. To ensure the anonymity of the student evaluators as well as the academic employee, it is the ~~dean~~ appropriate administrator’s responsibility to ensure ratings are summarized and handwritten comments transcribed in a confidential manner. Compiling of ratings and transcription of comments shall not be delegated to work study students.
6. The appropriate administrator provides copies of the typed comments and the numeric summary to the academic employee, including administrator comments (as appropriate), as soon as possible, but not later than the end of the following quarter.
7. Original forms as filled in by students are retained in the division files in accord with Article 10, Section 4.

**APPENDIX B-2**

**Process for Student Evaluation of Academic Employees**

**Instructions for Conducting Student Evaluations**

Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course (number and section) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Student Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTIONS TO THE FACULTY MEMBER BEING EVALUATED ~~ACADEMIC EMPLOYEE~~

1. Select an appropriate volunteer who will ~~to~~ read the introductory statement, stay in the classroom until all of the evaluations are turned in, collect all evaluations and put them in the envelope, seal envelope, and take evaluation packet to the appropriate administrative office immediately following the class.
2. The faculty member being evaluated will leave the room during the time students are completing the evaluation instrument.

INSTRUCTIONS TO VOLUNTEER

1. Hand out evaluations
2. Read the introductory statement:

|  |
| --- |
| **INTRODUCTORY STATEMENT**  Purpose  This evaluation is meant to determine your perception of the instructor’s teaching performance in this course.  Anonymity   * In order to encourage honest and candid responses, you should remain anonymous. * Therefore, do not write your name on the evaluation. * Your responses will be typed before your instructor sees them.   The Rating   * Please circle or cross out the number that best represents your rating for each of the statements. “7” is the highest rating, and “1” is the lowest rating. “NA” means that you did not observe or do not believe the statement applies to this class. You may use either a pencil or a pen to mark your response. * If there are open-ended questions, please answer them to the best of your ability, using the back of the form if necessary. You may also make comments or suggestions of your own, also using the back of the form if necessary. * Please take the time to complete these questions and make comments. The instructor appreciates your specific responses. |

1. Hand out evaluations and keep a copy for yourself.
2. Remain in the classroom until all evaluations are completed and turned in.
3. Collect all evaluations and put in the envelope; seal envelope.
4. Take evaluation packet to the office or room number indicated below, immediately following the class. ***DO NOT RETURN TO THE FACULTY MEMBER BEING EVALUATED OR THE DEPARTMENT CHAIR.***

Return to: (Name – Room - Building) ***(do not return to any other individual)***

Appendix C-1A

PROBATIONARY ACADEMIC EMPLOYEE

PERFORMANCE EVALUATION REPORT: Instruction

Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter: 􀀁Fall 􀀁Winter 􀀁Spring 􀀁Summer Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Probation year: 􀀁1 􀀁2 􀀁3

College\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject Field\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rating: S = Satisfactory performance (comments and/or suggestions for improvement are optional)

R = Steps for improvement required (committee must specify)

N = Not observed or not applicable

|  |  |  |
| --- | --- | --- |
| Area Evaluated | Rating | Exemplary Comments and/or Suggestions for Improvement |
| **Instructional Skills** | | |
| 1. Demonstrates competence in subject matter or assignment. |  |  |
| 1. Gives clear explanations, assignments, and directions; encourages an open learning atmosphere in the classroom. |  |  |
| 1. Demonstrates proper implementation of course objectives. |  |  |
| 1. Monitors individual student’s progress; maintains appropriate records; keeps students informed of their progress. |  |  |
| 1. Effectively uses materials and resources. |  |  |
| **Employee’s Relationship with Students** | | |
| 1. Shows respect for and interest in students; shows consistency and fairness in dealing with students; demonstrates an understanding of differences in students’ abilities. |  |  |
| 1. Is available at scheduled times for student conferences; is willing to provide assistance. |  |  |
| 1. Is actively involved in student consulting ~~advising~~. |  |  |
| **Employee’s Relationship to Administration, Faculty, and Staff** | | |
| 1. Works effectively with administration, faculty, and staff. |  |  |
| 1. Offers to share professional knowledge. |  |  |
| 1. Involved in the general system of the community college; attends faculty meetings—department, division, as well as campus. |  |  |
| 1. Reacts positively to constructive suggestions from administration and/or colleagues. |  |  |
| **Employee Professional Characteristics** | | |
| 1. Demonstrate good judgment; uses discretion and tact in communications concerning school and staff. |  |  |
| 1. Demonstrates reliability in carrying out assignments. |  |  |
| 1. Follows established policies of college and district; works through appropriate channels. |  |  |
| 1. Demonstrates progress toward becoming an active contributor to the college/department |  |  |
| **Employee’s Professional Improvement** | | |
| 1. Maintains professional competency through participation in college classes, institutes, conferences, workshops, and/or work experience |  |  |
| 1. Supports professional organizations relevant to his/her profession. |  |  |
| 1. Endeavors to implement improvement suggestions given in written form by the tenure committee. |  |  |
| **Other Comments** | | |
| Note: Documentation of any other areas of concern (including problems/situations peripheral to academic assignment) |  |  |
| **Special Areas for Evaluation May Be Established** | | |
| Note: At the time special areas for evaluation are established, a letter explaining the reasons for them must accompany the committee report |  |  |

**Tenure Recommendations: Evaluators:**

(if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Tenure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Continued Probation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Non-tenure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix C-1B

PROBATIONARY ACADEMIC EMPLOYEE

PERFORMANCE EVALUATION REPORT: Counselor

Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter: 􀀁Fall 􀀁Winter 􀀁Spring 􀀁Summer Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Probation year: 􀀁1 􀀁2 􀀁3

College\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject Field\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rating: S = Satisfactory performance (comments and/or suggestions for improvement are optional)

R = Steps for improvement required (committee must specify)

N = Not observed or not applicable

|  |  |  |
| --- | --- | --- |
| Area Evaluated | Rating | Exemplary Comments and/or Suggestions for Improvement |
| **Counseling Skills** | | |
| 1. Refers students to appropriate resources and services |  |  |
| 1. Demonstrates ability to assess students’ needs, examine options and implement strategies for academic success. ~~follow up on information shared by the student which may lead to the student disclosing a disability or an undiagnosed disability~~ |  |  |
| 1. Assist students in educational planning, career exploration and/or goal setting |  |  |
| 1. Is knowledgeable regarding degree and certificate requirements or assisting students in transitioning to college and career. |  |  |
| 1. Demonstrates knowledge of and is able to communicate strategies for student success |  |  |
| **Employee’s Relationship with Students** | | |
| 1. Shows respect for and interest in students; shows consistency and fairness in dealing with students; demonstrates an understanding of differences in students’ abilities. |  |  |
| 1. Is available at scheduled times for students conferences; is willing to provide assistance. |  |  |
| 1. ~~Is actively involved in Student advising.~~ |  |  |
| **Employee’s Relationship to Administration, Faculty, and Staff** | | |
| 1. Works effectively with administration, faculty, and staff. |  |  |
| 1. Offers to share professional knowledge. |  |  |
| 1. Involved in the general system of the community college; attends faculty meetings—department, division, as well as campus. |  |  |
| 1. Reacts positively to constructive suggestions from administration and/or colleagues. |  |  |
| **Employee Professional Characteristics** | | |
| 1. Demonstrate good judgment; uses discretion and tact in communications concerning school and staff. |  |  |
| 1. Demonstrates reliability in carrying out assignments. |  |  |
| 1. Follows established policies of college and district; works through appropriate channels. |  |  |
| 1. Demonstrates progress toward becoming an active contributor to the college/department |  |  |
| **Employee’s Professional Improvement** | | |
| 1. Maintains professional competency through participation in college classes, institutes, conferences, workshops, and/or work experience |  |  |
| 1. Supports professional organizations relevant to his/her profession. |  |  |
| 1. Endeavors to implement improvement suggestions given in written form by the tenure committee. |  |  |
| **Other Comments** | | |
| Note: Documentation of any other areas of concern (including problems/situations peripheral to academic assignment) |  |  |
| **Special Areas for Evaluation May Be Established** | | |
| Note: At the time special areas for evaluation are established, a letter explaining the reasons for them must accompany the committee report |  |  |

**Tenure Recommendations: Evaluators:**

(if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Tenure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Continued Probation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Non-tenure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix C-1C

PROBATIONARY ACADEMIC EMPLOYEE

PERFORMANCE EVALUATION REPORT: Librarian

Year Quarter: Fall Winter Spring Summer Date

Name: Probation year: 1 2 3

College: Department Subject Field

Rating: S = Satisfactory performance (comments and/or suggestions for improvement are optional)

R = Steps for improvement required (committee must specify)

N = Not observed or not applicable

|  |  |  |
| --- | --- | --- |
| **AREA EVALUATED** | **RATING** | **EXEMPLARY COMMENTS AND/OR**  **SUGGESTIONS FOR IMPROVEMENT** |
| **Instructional Skills** | | |
| 1. Demonstrates competence in subject matter or area of assignment. |  |  |
| 1. Is well prepared and organized. |  |  |
| 1. Give clear explanations; encourages an open learning atmosphere in the classroom. |  |  |
| 1. Tailors presentation to particular class and student level. |  |  |
| 1. Effectively uses materials and resources. |  |  |
| **Employee’s Relationship with Students** | | |
| 1. Shows respect for and interest in students |  |  |
| 1. Communicates well with students. |  |  |
| 1. Makes himself/herself easily accessible to students needing help |  |  |
| **Employee’s Relationship to Administration, Faculty, and Staff** | | |
| 1. Works effectively with administration, faculty, and staff. |  |  |
| 1. Offers to share professional knowledge. |  |  |
| 1. Involved in the general system of the community college; attends faculty meetings—department, division, as well as campus. |  |  |
| 1. Reacts positively to constructive suggestions from administration and/or colleagues. |  |  |
| AREA EVALUATED | RATING | EXEMPLARY COMMENTS AND/OR  SUGGESTIONS FOR IMPROVEMENT |
| **Employee’s Professional Characteristics** | | | |
| 1. Demonstrates good judgment; uses discretion and tact in communications concerning school and staff. | |  |  |
| 1. Demonstrates reliability in carrying out assignments. | |  |  |
| 1. Follows established policies of college and district; works through appropriate channels. | |  |  |
| 1. Demonstrates progress toward becoming an active contributor to the college/department | |  |  |
| **Employee’s Professional Improvement** | | | |
| 1. Maintains professional competency through participation in college classes, institutes, conferences, workshops, and/or work experience. | |  |  |
| 1. Supports professional organizations relevant to his/her profession. | |  |  |
| 1. Endeavors to implement improvement suggestions given in written form by the tenure committee. | |  |  |
| **Other Comments** | | | |
| Note: Documentation of any other areas of concern (including problems/situations peripheral to academic assignment) | |  |  |
| **Special Areas for Evaluation May Be Established** | | | |
| Note: At the time special areas for evaluation are established, a letter explaining the reasons for them must accompany the committee report. | |  |  |
| 1. Reacts positively to constructive suggestions from administration and/or colleagues. | |  |  |

|  |  |  |
| --- | --- | --- |
| **AREA EVALUATED** | **RATING** | **EXEMPLARY COMMENTS AND/OR**  **SUGGESTIONS FOR IMPROVEMENT** |
| **Employee’s Professional Characteristics** | | |
| 1. Demonstrates good judgment; uses discretion and tact in communications concerning school and staff. |  |  |
| 1. Demonstrates reliability in carrying out assignments. |  |  |
| 1. Follows established policies of college and district; works through appropriate channels. |  |  |
| 1. Demonstrates progress toward becoming an active contributor to the college/department |  |  |
| **Employee’s Professional Improvement** | | |
| 1. Maintains professional competency through participation in college classes, institutes, conferences, workshops, and/or work experience. |  |  |
| 1. Supports professional organizations relevant to his/her profession. |  |  |
| 1. Endeavors to implement improvement suggestions given in written form by the tenure committee. |  |  |
| **Other Comments** | | |
| Note: Documentation of any other areas of concern (including problems/situations peripheral to academic assignment) |  |  |
| **Special Areas for Evaluation May Be Established** | | |
| Note: At the time special areas for evaluation are established, a letter explaining the reasons for them must accompany the committee report. |  |  |
| 1. Reacts positively to constructive suggestions from administration and/or colleagues. |  |  |

**Tenure Recommendations** (if applicable)**: Evaluators:**

Tenure

Continued Probation

Non-tenure

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

APPENDIX C-2

~~TENURED~~ ACADEMIC EMPLOYEE PERFORMANCE APPRAISAL SUMMARY

Appointment Type: ❑ annualized

❑ tenured

Employee's name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator's name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Last appraisal date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**~~Does this employee meet his/her academic employees responsibilities as listed in Art. 4, Sect. 4?~~**  ~~□Yes □ No~~

Evaluation Materials Received

1. Self-Evaluation Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Professional Activities Report(s) Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Student Evaluations Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Peer Evaluation Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Administrative Evaluation Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Tentative Professional Development Plan Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Areas of Strength
8. Areas of Development

(over)

Original – ~~Academic Employee~~ HRO Copy – ~~Immediate Supervisor~~ Academic Employee & Appropriate Administrator

**~~Tenured~~ Academic Employee Performance Appraisal Summary (continued)**

III. Immediate Administrator’s Comments (~~optional~~ including how this academic employee supports the college’s core themes and meets other contractual and professional responsibilities)

Immediate administrator’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Academic Employee’s Comments (optional)

Academic employee’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Original – ~~Academic Employee~~ HRO Copy – ~~Immediate Supervisor~~ Academic Employee and Appropriate Administrator