FACULTY EVALUATION POLICIES & PROCEDURES HANDBOOK

Prepared by the
Office of Vice Chancellor, Educational Services

Revised -- August 2005
PERALTA COMMUNITY COLLEGE DISTRICT

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# FACULTY EVALUATION POLICIES & PROCEDURES

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>TENURE TRACK FACULTY EVALUATION POLICY -- BOARD POLICY 3.30</td>
<td>3</td>
</tr>
<tr>
<td>GOALS AND PHILOSOPHY</td>
<td>5</td>
</tr>
<tr>
<td>A. PURPOSE</td>
<td>5</td>
</tr>
<tr>
<td>B. STATEMENT OF FACULTY EXCELLENCE</td>
<td>5</td>
</tr>
<tr>
<td>1. Knowledge Base</td>
<td>5</td>
</tr>
<tr>
<td>2. Application of Knowledge Base</td>
<td>6</td>
</tr>
<tr>
<td>3. Motivation and Interpersonal Skills</td>
<td>6</td>
</tr>
<tr>
<td>4. Professional Responsibilities</td>
<td>7</td>
</tr>
<tr>
<td>TENURE TRACK FACULTY EVALUATION PROCEDURES</td>
<td>9</td>
</tr>
<tr>
<td>IMPLEMENTING BOARD POLICY 3.30</td>
<td>9</td>
</tr>
<tr>
<td>I. PARTICIPANTS – THEIR RESPONSIBILITIES AND RIGHTS</td>
<td>11</td>
</tr>
<tr>
<td>A. Tenure Review Committee</td>
<td>11</td>
</tr>
<tr>
<td>B. Dean/Administrative Supervisor—Responsibilities</td>
<td>12</td>
</tr>
<tr>
<td>C. Candidate for Tenure</td>
<td>13</td>
</tr>
<tr>
<td>D. College Tenure Facilitator</td>
<td>15</td>
</tr>
<tr>
<td>E. Support for the Tenure Review Committee</td>
<td>16</td>
</tr>
<tr>
<td>F. Code of Ethics for Members of the Tenure Review Committee</td>
<td>16</td>
</tr>
<tr>
<td>G. Replacement of TRC Members</td>
<td>16</td>
</tr>
<tr>
<td>H. Administrative Oversight Responsibility/Implementation</td>
<td>17</td>
</tr>
<tr>
<td>I. Faculty Mentors</td>
<td>18</td>
</tr>
<tr>
<td>II. TENURE REVIEW PROCESS AND APPEALS</td>
<td>18</td>
</tr>
<tr>
<td>A. The Tenure Review Evaluation Portfolio</td>
<td>18</td>
</tr>
<tr>
<td>1. Evaluation Plan</td>
<td>19</td>
</tr>
<tr>
<td>2. Student Evaluations</td>
<td>19</td>
</tr>
<tr>
<td>3. Classroom Observations by TRC Members</td>
<td>20</td>
</tr>
<tr>
<td>4. Peer Evaluations</td>
<td>21</td>
</tr>
<tr>
<td>5. Administrative Evaluations</td>
<td>21</td>
</tr>
<tr>
<td>6. Self Evaluations</td>
<td>21</td>
</tr>
<tr>
<td>7. Non-Classroom Observation Form (Optional)</td>
<td>22</td>
</tr>
<tr>
<td>8. Tenure Review Conference/Reports</td>
<td>22</td>
</tr>
<tr>
<td>9. Improvement Plan</td>
<td>22</td>
</tr>
<tr>
<td>10. Other Documentation</td>
<td>23</td>
</tr>
<tr>
<td>11. Tenure Recommendation/Reports</td>
<td>23</td>
</tr>
<tr>
<td>B. Tenure Review Oversight/Recommendation Certification</td>
<td>24</td>
</tr>
<tr>
<td>C. Appeals</td>
<td>25</td>
</tr>
<tr>
<td>D. Rights of PFT</td>
<td>26</td>
</tr>
<tr>
<td>E. Timelines for Tenure Review</td>
<td>26</td>
</tr>
</tbody>
</table>
FACULTY EVALUATION POLICIES & PROCEDURES

Table of Contents — (continued)

APPENDICES

A. Support for the Tenure Review Committee 29
B. Class Assignments 31
C. Institutional Support for Candidate 31
D. Guidelines for Tenure Review Timelines 32
1. Four Year Overview of Peralta’s Tenure Review Process 33
2. Four Full Sample Semester Timelines (05-06, 06-07) 34
   Fall 2005 35
   Spr 2006 37
   Fall 2006 39
   Spr 2007 41
E. List of District Approved Tenure Review Forms 43
F. Recommendations for New Forms & Changes to Existing Forms 44
G. Filing a Grievance 45

---ii---

TENURED FACULTY EVALUATION POLICY AND PROCEDURES
(BOARD POLICY 3.30B) 47

I. Purpose 49
II. Criteria 49
III. Procedures 51
IV. Evaluation Models 53

---ii---

TEMPORARY PART-TIME FACULTY AND LONG-TERM SUBSTITUTES
EVALUATION POLICY AND PROCEDURES (BOARD POLICY 3.31) 55

I. Purpose 57
II. Composition & Responsibilities of the Evaluation Team (for Initial Evaluations) 59
III. Composition & Responsibilities of the Evaluation Team (Subsequent Evaluations) 60
(IV.) Evaluation Procedures (Initial Evaluations) 60
(V.) Evaluation Procedures (Subsequent Evaluations) 61
INTRODUCTION

This Faculty Evaluation Policies and Procedures Handbook includes the policies and procedures for evaluation of all faculty in the Peralta Community College District: tenure track, tenured, part-time and long term substitutes.

The first part, and the bulk of this handbook, covers the evaluation of tenure track faculty under Board Policy 3.30 and procedures implementing Board Policy 3.30 (as revised and approved by the Board of Trustees June 13, 2000). The second part relates to the evaluation of tenured faculty under Board Policy 3.30B and procedures implementing Board Policy 3.30B (as revised and approved by the Board of Trustees June 27, 1995). The third part relates to the evaluation of part-time faculty and long-term substitutes under Board Policy 3.31. While Board Policy 3.31 is currently under review and revision, evaluation of all part-time faculty should follow the procedure specified for “Subsequent Evaluations”; with the exception that a faculty member who has not yet been evaluated under Board Policy 3.31, shall receive, upon request, an initial evaluation pursuant to this policy.

Note: This Faculty Evaluation Handbook is also Appendix A6 to the PCCD-PFT Contract for July 1, 2004 – June 30, 2007.

A. TENURE TRACK  (Board Policy 3.30)

The period during which prospective members of the permanent Peralta Community College District faculty are reviewed for tenure is best understood as a continuation of our District’s search and selection processes. Indeed, the recommendation we make to the Board of Trustees to grant tenure is a more important recommendation than the initial decision to hire. When tenure is granted, the faculty member becomes a permanent part of our community. Thus, the review period for tenure becomes that crucial interval within which we create the future of our colleges, we limit or expand their vision of that future, and we enhance or diminish the quality of the educational opportunity that our enormously diverse students are provided when they enter our doors.

Peralta’s approach to this period is based on the premise that the tenure recommendation is best formed by a partnership of faculty and administrative colleagues, and students through the student evaluation process, a partnership in which the perceptions of each inform the others.

The Tenure Review portion of this Handbook has been developed jointly by the Academic Senate, the Peralta Federation of Teachers, faculty and administration to provide the framework for tenure candidates to follow and within which the Tenure Review Committees (TRCs) can perform the crucial task of evaluating a candidate for permanent status on our faculty. As you work with these guidelines, please keep in mind the following:
1. The timelines are intended to be a guide to the tasks that need to be performed. They provide a recommended schedule for accomplishing those tasks. Committees may decide to complete the various steps of the process somewhat earlier than the timelines provide, and special circumstances may necessitate later schedule. The timelines established in the handbook are an effort to allow committee members to meet with a candidate, conduct evaluations, identify areas that may need improvement, schedule further meetings if necessary, meet to prepare their report, and present their report to the College Tenure Review Certification Committee, the Vice President and the College President in a timely manner. The President must then make his or her recommendation to the Vice Chancellor Educational Services, who makes his or her recommendation to the Board of Trustees, who makes the final decision regarding tenure, termination or continuation of service by March 15th in accordance with provisions of Ed. Code section 87610.

2. While these timelines are not meant to be understood or interpreted as rigid and absolute, they are essential to a fair, professional, and objectively administered process. The timelines are important to the overall process, but they are intended neither to be traps for candidates or committee members nor technicalities by which the entire process can be invalidated. Non-prejudicial procedural errors shall not serve to invalidate the recommendation of the Committee or the President or the action of the Vice Chancellor, the Chancellor or the Board of Trustees.

B. TENURED FACULTY  (Board Policy 3.30B)

Evaluation of tenured faculty is consistent with the Community Colleges’ mission of educational excellence as required by Section 87663 of the Ed. Code. The purpose of the evaluation of tenured faculty is to benefit the faculty member through peer review. The primary objective is to evaluate the faculty member’s effectiveness in relationship to good teaching, currency in the field, department/discipline responsibilities, effectiveness of service to students, the departments/disciplines and the college. The evaluation is the joint responsibility of the Vice President/Dean or his/her designee and the department/discipline faculty. The most positive effects of the evaluation will be obtained at the department/discipline level and accrue to the individual. The evaluation should recognize the accomplishments of tenured faculty, and make recommendations for correcting deficiencies.

(Board Policy 3.30B regarding the evaluation of tenured faculty is currently under review and revision. In this handbook, we are giving you the policy and procedures which remain in place, pending revision.)

C. TEMPORARY PART-TIME INSTRUCTORS AND LONG-TERM SUBSTITUTES
   (Board Policy 3.31)

The evaluation process for Peralta Community College District, has at its core, a concern for excellence in all aspects of the academic enterprise. The evaluation criteria employed in the process are derived from those academic qualities, skills and attitudes of professional behavior which constitute excellence. The part-time, temporary faculty evaluation review system is based on the following principles:

- recognition and acknowledgement of good performance;
- improvement of performance;
- promotion of professionalism.

(Board Policy 3.31 is currently under review and revision. In this handbook, we are giving you the policy and procedures which remain in place, pending revision. Evaluation of all part-time faculty should follow the procedure specified for “Subsequent Evaluations”; with the exception that a faculty member who has not yet been evaluated under Board Policy 3.31, shall receive, upon request, an “Initial Evaluation” pursuant to this Policy.)
Tenure Track

Faculty Evaluation

Policy

Board Policy 3.30
3.30 TENURE TRACK FACULTY EVALUATION POLICY

GOALS AND PHILOSOPHY

A. PURPOSE

Peralta Community College District’s tenure review is a four-year process to assure excellence in all aspects of the academic enterprise. The evaluation criteria are derived from those academic qualities, skills and attitudes of professional behavior which constitute excellence. The tenure review system is founded upon the following principles:

* recognition and acknowledgement of good performance;
* enhancement of satisfactory performance;
* continual development of faculty who are performing satisfactorily to further their own growth;
* improvement of performance;
* promotion of professionalism.

The faculty has the professional responsibility to play a central role in evaluating their peers. Only through the mutual effort of faculty and administration can the goal of promoting quality education be achieved. Adherence to this policy assures that only highly qualified professional staff will be recommended for tenure to the Board of Trustees of the Peralta Community College District.

[This policy can only be changed or modified after consultation between the Peralta Federation of Teachers and the District Academic Senate; such changes or modifications must also be negotiated between the PFT and the District.]

B. STATEMENT OF FACULTY EXCELLENCE

The basis for review of probationary faculty is composed of four categories collectively containing 30 criteria for assessing performance: knowledge base; application of knowledge base; motivation and interpersonal skills; and professional responsibilities.

The faculty and the administration of the Peralta Community College District affirm the following definition of teaching excellence.

1. Knowledge Base

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses or those serving in another capacity:

a. Are knowledgeable about their work areas and disciplines.

b. Are knowledgeable about how students learn.
c. Are current in their field.

d. Provide perspectives that include a respect for diverse views.

e. Do their work in a well-prepared and well-organized manner.

2. Application of Knowledge Base

Excellent faculty members of Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses or those serving in another capacity:

a. Make the material intelligible, interesting, and relevant to the students.

b. Continually assess the teaching-learning process and modify strategies as necessary to retain student interest, stimulate independent thinking, and encourage students to be analytical.

c. Use clear, explicit criteria, relevant to the subject matter, to evaluate students' work fairly and equitably to ascertain effective learning of the material presented.

In addition, excellent librarian faculty members of the Peralta Community College District:

d. Provide reference services and library instruction that are appropriate to the needs of students, faculty and staff; possess thorough, up-to-date, working knowledge of reference materials and resources, service practices, and instructional techniques.

e. Seek evaluative feedback from students, faculty, and staff regarding the contribution of the library to their information needs and to students' classroom performance.

f. Regularly evaluate the breadth, composition, and organization of the library collection, and the array of services offered to the campus community, to identify and implement improvements wherever possible.

3. Motivation and Interpersonal Skills

Excellent faculty members of Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses or those serving in another capacity:

a. Are enthusiastic about their work.

b. Are committed to education as a profession.

c. Set challenging performance goals for students.

d. Project a positive attitude about students' ability to learn.

e. Treat students with respect and recognize they operate in a broader perspective beyond the classroom.

f. Respect diverse talents and accommodate cultural and individual differences.
g. Are available to students.

h. Listen attentively to what students say.

i. Are responsive to student needs.

j. Are fair in their evaluation of student progress.

k. Present ideas clearly.

l. Create a climate that is conducive to learning.

4. Professional Responsibilities

Excellent faculty members of Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses or those serving in another capacity:

a. Display behavior consistent with professional ethics; listed in the AAUP Code of Ethics.

b. Work collaboratively with colleagues by participating in a variety of academic projects, for example, attend discipline meetings, and participate on departmental and District committees and projects.

c. Keep abreast of changing knowledge base of their discipline/program and develop curriculum to keep programs current.

d. Participate in non-classroom responsibilities, including attendance at discipline, department, division, college and District meetings, and governance committees and activities; understand that service on college and District committees, including those for hiring and evaluation, is an obligation of every faculty member.

e. Maintain and expand their knowledge and skills in subject matter appropriate to their professional area.

f. Adhere to approved course outlines, goals, and objectives.

g. Be aware that the District expressly forbids sexual harassment of its students and employees by faculty, administrators, supervisors, staff, students or members of the general public. If an allegation of sexual harassment is substantiated, a violation of this rule may lead to personnel disciplinary actions including a letter of reprimand, suspension, or termination of employment in accordance with the California Ed. Code.

In addition to the common criteria stated above, responsibilities specific to the professional area of the faculty member are:

Instructors

At the first meeting of a course, instructors shall: distribute a syllabus to students describing course content, the times and places where office hours are held, the grading standards by which the work of students shall be evaluated, and other relevant information; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.
Counselors

Counselors shall: (1) clearly state the objectives of the counseling interview; (2) continually update referral resources for students; and (3) assume appropriate responsibility for the matriculation processes defined by the assignment.

Librarians

Librarians shall: (1) perform those duties and assume those responsibilities of the area to which they are assigned; and (2) be available for consultation with faculty, students, co-workers, managers, and others in need of their assistance.

College Nurses

College Nurses shall: (1) be knowledgeable of current methods of health care and disease prevention; (2) continually update community health resources for students; and (3) be knowledgeable and possess skill in assessing emergency situations, giving first aid, CPR, and other appropriate nursing care.

Statutory Basis
Education Code Sections 87660, 87661, 87662, 87663, 87664

Revised 8-31-93

Revisions approved by the Board of Trustees September 28, 1993.
Revisions approved by the Board of Trustees June 27, 1995
Revisions approved by the Board of Trustees June 13, 2000
Tenure Track

Faculty Evaluation Procedures

Board Policy 3.30
FACULTY EVALUATION PROCEDURES IMPLEMENTING
BOARD POLICY 3.30

I. PARTICIPANTS -- THEIR RESPONSIBILITIES AND RIGHTS

A. TENURE REVIEW COMMITTEE

1. A Tenure Review Committee (TRC) shall be established for each probationary tenure-track faculty member (hereafter referred to as the "candidate"). The TRC committee shall be established at the same time as the formation of the hiring committee; notified in writing of their selection; and confirmed by the date of hire.

2. The TRC shall be composed of four members, for at least years one and two of the probationary period:

   a. A tenured faculty member serving on the hiring committee from the discipline, selected by the chair of the hiring committee. If a designee from the discipline is not available, a tenured faculty member from a closely related discipline may be selected. Should a replacement for this TRC member be required later in the tenure process, the President of the College Academic Senate shall appoint the replacement, using the criteria above.

   b. An additional tenured faculty member from the discipline selected by the President of the College Academic Senate in consultation with the department or discipline of the candidate; if a designee from the discipline is not available, a tenured faculty member from a closely related discipline may be selected. If a faculty member with necessary expertise is not available at the candidate’s college site, a tenured faculty member from another Peralta college may be selected.

   c. One tenured faculty member designated by the College Affirmative Action Committee or College President, to assure that no Tenure Review Committee shall consist of all men or all women, or be all of the same ethnicity. In cases where this is not possible, committee composition must be approved by the Vice Chancellor of Human Resources, the DAS President and the Vice Chancellor of Educational Services.

   d. The fourth member of the TRC shall be the Dean or the immediate supervisor of the candidate. The Dean shall vote only in case of a tie vote of the TRC faculty members.

   e. Only one member of any TRC may be a retired tenured faculty member.

   f. Faculty are limited to chairing three TRCs and to serving on a maximum of four TRCs during an academic year.

3. The TRC shall have the initial responsibility for determining whether a candidate meets or exceeds the standard for a tenured Peralta faculty member. It serves as the guiding group in the evaluation process which culminates in the tenure decision. The TRC makes its recommendations to the President of the College.

4. All TRC members are expected to attend all TRC meetings and conferences, but the process will not be invalidated and is not grievable if all members are not able to attend all meetings.
5. Responsibilities of the TRC Faculty Members
   a. To carry out the evaluation process according to the Code of Ethics [Sec. I.F.].
   b. To complete administration of classroom observations.
   c. To expedite the student evaluation process.
   d. To provide consultation with the candidate to give objective observation and plans for improving practice.
   e. To write objective observations and summary statements.
   f. To complete the required tenure review work on time.

6. Responsibilities of the TRC Chair
   a. To be knowledgeable about the tenure review process and responsibility.
   b. To provide leadership to develop, and be responsible for the preparation of, the Evaluation Plan after consultation with the candidate and the other TRC members.
   c. To organize and carry out the TRC meeting schedule.
   d. To schedule classroom observations.
   e. To assure confidentiality of the TRC’s work.
   f. To assure that all required documents are written on the approved District forms and are on file in the Vice President’s office on time.
   g. To see that the timelines are met to ensure that the recommendation is made to the College President by the required date.

B. DEAN / ADMINISTRATIVE SUPERVISOR--RESPONSIBILITIES

1. Establishment of the TRC, in accordance with the TRC composition guidelines (set forth in Sec. I.A.1-2 above), is the responsibility of the Dean (or the immediate administrative supervisor of the candidate). Faculty selected to serve on the TRC shall be notified in writing of their selection.

2. The Dean shall call the first meeting of the TRC, at which meeting a faculty member shall be elected chair. The TRC meetings shall be scheduled at mutually agreeable times.

3. During the first two semesters, the Dean shall be responsible for the arrangement of the candidate’s class assignment, in consultation with the TRC Chair. [See Appendix B.]

4. To serve as a regular member of the TRC and to keep the TRC membership stable. Should faculty members be unable to continue to serve due to illness, leaves, etc., the Dean shall work with the Faculty Academic Senate President to reconstitute the TRC and keep the work on target.
5. To meet regularly with the College Tenure Facilitator regarding the status of the TRCs in their area and to ensure that the standards used in all evaluations and portfolio documents are in compliance with the Statement of Faculty Excellence [Board Policy 3.30, Sec. B, above]. Any documents based on rumors or hearsay shall not be included in the portfolio and may not be used at all in the tenure review process.

6. To immediately inform the college Vice President of Instruction and the College Tenure Facilitator if they note any problems in compliance with timelines, guidelines or in any other tenure review areas, and work with the Vice President and College President to resolve such problems. If a complex problem cannot be solved at the college level, the Vice President of Instruction shall request a consultation meeting with the Faculty Academic Senate President, PFT President, and the Vice Chancellor of Educational Services.

7. At the beginning of the Spring semester, the Vice President of Instruction and the Faculty Academic Senate President serving as the Certification Committee, shall review the portfolios and certify whether the tenure review process has been followed for each candidate. If they cannot so certify or the portfolio for any candidate is not complete, they shall submit a written explanation to the College President. In the event that they are not satisfied that the tenure review process is being followed, they shall request corrective action on the part of the TRC.

8. In the rare case in which a TRC does not meet the requirement to complete the portfolio by January 31st, the Dean and Vice President of Instruction shall use the materials present in the portfolio, and, in consultation with the College Tenure Facilitator, may administer student evaluations and perform classroom observations to assure information needed, to make their tenure recommendation to the College President in a timely basis for recommendation to the Board of Trustees.

C. CANDIDATE FOR TENURE

1. Rights; The Candidate has the right to:

   a. Be informed of the organization and procedures of the tenure review process, including all appeals processes and of the basis on which tenure decisions are made. S/he must be informed of what is expected of her/him during the probationary service period.

   b. Be assigned a faculty mentor who shall serve as an independent advisor as needed during the tenure review process.

   c. Have any weaknesses perceived by the Tenure Review Committee specifically identified.

   d. Have the TRC tenure decisions based only on factors related to performance of the candidate’s job.

   e. Expect members of the Tenure Review Committee to adhere to the Tenure Review Code of Ethics, and to expect that they will strive to maintain objectivity, and that any decisions regarding tenure do not contravene established principles of academic freedom as defined in the AAUP guidelines.

   f. Have tenure decisions which are not based upon criteria which are arbitrary, capricious, or unreasonable.
g. Review and receive copies of all documents developed or received during the Tenure Review process. (The District may charge for actual cost of reproduction.)

h. Take any leave guaranteed to probationary employees under the Ed. Code, the PFT Contract, or other state and federal laws without adversely effecting their tenure process. The term of their evaluation for tenure shall be extended/adjusted accordingly.

i. Challenge the appointment of one faculty member of the TRC. The candidate shall give notice of the challenge to the College Academic Senate President and the College Tenure Facilitator within three weeks of the first meeting of the candidate with the TRC, or as soon as substantiated evidence of non-objectivity of a TRC faculty member is shown. The College Academic Senate President shall appoint the replacement faculty member. The candidate may exercise a challenge during any year of the four-year tenure evaluation process, but only once during the tenure process unless just cause for an additional challenge is shown. If just cause exists, additional challenge(s) may be heard by the District Academic Senate Ethics Committee along with the College Vice President of Instruction. The committee shall decide by majority vote if just cause exists for an additional challenge.

j. Consult as necessary with the College Tenure Facilitator about questions or problems which arise.

2. Responsibilities; The Candidate is required to:

   a. Attend all orientation sessions, as well as all meetings and conferences scheduled with the Tenure Review Committee.

   b. Participate fully in the development of the Evaluation Plan.

   c. Assemble materials for the portfolio including submitting materials used in classes, self-evaluations as called for in the Tenure Review Process, and other materials relevant to the tenure decision.

   d. Join with the Tenure Review Committee in creating an improvement plan to address any identified weaknesses, and to participate in the activities agreed upon in the plan. The candidate is required to cooperate with the TRC in the implementation of any improvement plan.

   e. Maintain a professional and collegial relationship with the members of the Tenure Review Committee.

3. A long term substitute who teaches a full academic year and is hired under contract the following academic year will be considered in their second probationary year (Ed Code 87478). In this or any case where a candidate has not been or will not be evaluated in each of four years of probationary status, additional evaluations should be done to make up for this lack of a full four year evaluation process.
D. COLLEGE TENURE FACILITATOR

1. A College Tenure Facilitator shall be jointly appointed by the PFT Representatives (with both PFT Representatives sharing one vote), the College Faculty Senate President, and the Vice President of Instruction, by majority vote. Qualifications for College Tenure Facilitator will preferably include experience in implementing and applying written regulations and procedures.

2. College Tenure Facilitator will serve for a period of one year and can be reappointed for three additional one-year terms. The College Tenure Facilitator cannot serve for more than four consecutive years.

3. Release time for College Tenure Facilitators shall be allocated jointly by the President of the District Academic Senate, the President of the Peralta Federation of Teachers (PFT), and the Vice Chancellor for Educational Services in proportion to the expected workload of each member. Consideration shall be given to the number of first, second and third-year TRCs that each Officer will be working with.

4. An aggregate 1.2 F.T.E. release time will be granted, District wide, for the four College Tenure Facilitators. Either side may reopen this section of the agreement if there is a significant change in the expected workload of this position.

Responsibilities of the College Tenure Facilitators

The College Tenure Facilitators shall be responsible for:

1. Training TRC members to ensure that they are knowledgeable about the tenure review process including techniques and appropriate criteria for evaluating faculty.

2. Monitoring the TRC's implementation of the tenure review process. Such monitoring shall include a meeting each term with each TRC, the candidate's peer advisor, and the college Vice President of Instruction in order to review the TRC's activities including whether recognized standards are being applied in the evaluation process, and whether the TRC is following the tenure review process, procedures and timetables.

3. Meeting at least once each term with the candidate to assure that any concerns about the TRC or the tenure review process are addressed.

4. Reviewing each tenure track portfolio every two weeks to check on compliance with Tenure Procedure guidelines, timelines, and the Evaluation (or Improvement) Plan.

5. Checking that the standards used in all portfolio documents are in compliance with the Statement of Faculty Excellence [Board Policy 3.30, Sec. B, above]. Any documents containing allegations based on rumors or hearsay will not be allowed in the portfolio and may not be used at all in the Tenure process.

6. Immediately informing the Dean and the college Vice President of Instruction if they note any problems with compliance with timelines, guidelines or other areas in any tenure review, and work with the Vice President to resolve such problems.

7. There shall be monthly meetings between the College Tenure Facilitators, the Vice Presidents, and the Vice Chancellor of Educational Services to review the portfolios and to identify problems and develop plans of action. The monthly meetings shall be scheduled at the beginning of the academic year. The President of the District Academic Senate (or designee) and the President of the Peralta Federation of Teachers (PFT) (or designee) may attend these meetings.
E. SUPPORT FOR THE TENURE REVIEW COMMITTEE

[See Appendix A.]

F. CODE OF ETHICS FOR MEMBERS OF THE TENURE REVIEW COMMITTEE

TRC Members shall:

1. Read all tenure review materials and follow all guidelines, timetables and procedures.

2. Be as objective as possible in the evaluations when personally observing classroom performance. Judgments shall not be based on rumor or hearsay.

3. Be constructive in their criticism, pointing out specific areas of weakness and recommending a plan for correcting those weaknesses within a reasonable time frame.

4. Take care to evaluate the candidate on professional conduct and ability to teach rather than personal characteristics unrelated to job performance, such as general lifestyle, religious beliefs, sexual preferences, political affiliations, and social customs.

5. Recognize that the candidate may have a different philosophy of education and teaching style than theirs. The main concern should be the effectiveness of the candidate in the classroom.

6. Disqualify themselves if they believe they are prejudiced toward a candidate.

7. Decline to serve on the TRC for a candidate if they know that relatives or close friends have successfully or unsuccessfully applied for the position held by the candidate.

8. Respect the confidentiality of the tenure process, with evaluations and the views of members regarded as private information.

G. REPLACEMENT OF TRC MEMBERS

1. If a faculty member of the TRC is challenged, becomes unable to perform his/her responsibilities due to illness or injury, becomes an administrator, takes a leave, resigns, retires (and becomes the second retired TRC faculty member), or must be replaced for any other reason, a replacement shall be designated by the College Academic Senate President.

2. At the end of the second year of probationary status, if the prior years’ overall performance ratings of the candidate have been “Satisfactory” (CCF. II.A.11.a) or “Superior”, the TRC may determine to proceed with two faculty members and the Dean in probationary years three and four. In choosing the two continuing faculty members on such committees, the affirmative action guideline in 1.A.2.c shall apply, and all three faculty members on the TRC must agree on the choice.

Regarding divisions of the TRCs with only two faculty members, if the faculty members on the TRC do not reach consensus, the Dean may vote in case of a tie vote.
3. A faculty member of a TRC may be removed if they are not performing their duties satisfactorily or timely. Such removal must be approved by a majority of the Faculty Senate President, the College President, and a designated PFT college representative. Such removal is not grievable. Any one involved (Tenure Track Candidate, TRC Chair, TRC member, Administrator on TRC, or Tenure Facilitator) can begin the process to remove a TRC member by informing the Tenure Facilitator in writing. The College Tenure Facilitator should be the one who calls together the meeting to decide removal. If a TRC member is removed, a replacement shall be designated by the President of the College Academic Senate.

4. If a candidate files a grievance or appeal and there is a finding that the TRC has exceeded its authority or acted with prejudice towards the candidate, the College President may remove committee members as part of a resolution of the grievance, provided such resolution is agreed to by the candidate and the PFT Grievance Officer.

H. ADMINISTRATIVE OVERSIGHT RESPONSIBILITY/IMPLEMENTATION

1. The Vice Presidents and the Vice Chancellor of Educational Services shall provide ongoing oversight, orientation and consultation as needed to support consistency and improvements in the evaluation process across the colleges. This oversight responsibility shall include:

   a. Providing in-service training for new Deans and TRC chairs to ensure that they are knowledgeable about the tenure review process, in cooperation with the College Tenure Facilitators.

   b. Responsibility for monitoring the TRC's implementation of the tenure review process at all college sites.

   c. Annual evaluation of process and recommendations for change, in consultation with the PFT, regarding ongoing improvement of practice.

   d. Institutional support for the candidate. [See Appendix C.]

   e. If allegations of a procedural violation are presented to the College President or designee or to the Vice Chancellor for Educational Services or designee, an investigation shall be conducted to determine the accuracy of the allegation. If the College President or the Vice Chancellor of Educational Services concludes that a violation of tenure track review procedures has occurred, the College President or the Vice Chancellor for Educational Services shall have the authority to require that one or several parts of the evaluation procedure be redone. In addition, the College President or Vice Chancellor for Educational Services may initiate the removal procedures as provided in Section G.3 of this Tenure Track Faculty Policy/Procedures.

2. The Vice Chancellor of Educational Services and the College Vice Presidents shall be responsible for ensuring that a tenure review orientation is provided each academic year, in cooperation with the College Tenure Facilitators. New Deans, new TRC chairs and members, and new candidates are required to attend said orientation. The tenure review orientation shall include the purpose of evaluation and tenure review activities, the procedures and forms employed, and the timelines required. The orientation shall be one component of the staff development program for new faculty. [See Appendix C.]
I. FACULTY MENTORS

1. The College and/or department/discipline shall establish a pool of faculty volunteers who agree to serve as unpaid Faculty Mentors to assist new faculty members.

2. The candidate may choose to have a Faculty Mentor, but has the option to decline.

3. If desired, the Dean shall appoint the Faculty Mentor from said pool or from suggestions by others, including the probationary faculty member.

4. The Faculty Mentor is available to the candidate to provide assistance to the candidate in such areas as:
   a. styles and strategies of teaching;
   b. theories and styles of student learning;
   c. multi-cultural issues related to student learning and teaching strategies;
   d. district and college policies and procedures;
   e. workshops, conferences, courses and classes;
   f. introductions to colleagues;
   g. development of the candidate's tenure portfolio;
   h. help with student problems.

5. The Faculty Mentor may not serve on the candidate's TRC.

II. TENURE REVIEW PROCESS AND APPEALS

A. THE TENURE REVIEW EVALUATION PORTFOLIO

To support the stated goals of the evaluation system, each Tenure Review Committee, in conjunction with their candidate, will establish and develop an evaluation portfolio. This portfolio will serve as the evidentiary base for all evaluation and tenure decisions. All components of the evaluation process discussed below will be gathered and placed in the portfolio.

The portfolio shall be established at the first meeting of the TRC and the candidate.

The portfolio shall be held confidential in a locked cabinet in the college Vice President of Instruction's Office and shall be available for viewing to members of the TRC and other authorized personnel as needed.

The Vice President of Instruction shall establish reasonable procedures for monitoring and protecting the integrity of the portfolio. The portfolios are to remain in the office of the Vice President of Instruction, except for temporary removal for TRC conferences with the candidate, or for review by the College Tenure Facilitator, TRC chair, Vice President, College President or Vice Chancellor for Educational Services. A log shall be kept by the Vice President’s staff in notating temporary removal of the portfolios by authorized persons.

The portfolio shall be available, with reasonable notice, for the candidate to review, as well as for review by the TRC members. (In the event of a grievance or appeal, the portfolio shall also be available for viewing by the candidate’s authorized representative of the PFT. Copies of documents shall be provided at cost upon request at any time to the candidate or TRC members. Copies should be marked as such and should be kept confidential.)
All evaluations should be placed in the files immediately after they are done. TRC members, including Administrators and TRC Chairs, should not hold onto evaluations or TR documents, but make sure they are put in the files immediately.

The portfolio shall be reviewed by the TRC with the candidate in accordance with established timelines.

Required elements of the portfolio:
1) Evaluation Plan
2) Transcriptions and tabulations of Student Evaluation Forms
3) Classroom Observations by TRC Members
4) Peer Evaluation Forms
5) Administrative Evaluation Forms
6) Self Evaluation Forms
7) Non-Classroom Observation Forms (optional)
8) Tenure Review Conference Report Forms
9) Improvement Plan (if necessary)
10) Other documentary evidence
11) Recommendation Reports as described below.

1. Evaluation Plan (EP)

a. The Evaluation Plan (EP) -- a written schedule of committee meetings, activities and visitations -- shall be jointly developed by the TRC and the candidate during the first three weeks of the candidate's first year.

b. The EP shall be updated each year by mutual agreement between the TRC and the candidate.

c. The EP shall incorporate a plan to measure the four evaluation criteria (see pgs. 5-8) which are the foundation of this evaluation process as they apply to the candidate’s particular job responsibilities, and the EP shall contain timelines for the peer, student, administrative and self evaluations, as well as a timeline for review of the candidate’s portfolio.

d. The EP must be approved by the College Vice President of Instruction.

2. Student Evaluations

a. The Tenure Review Committee shall designate members of the Committee to administer and collect student evaluations. Different members of the Committee may be designated for different classes, and different members of the Committee may be designated for the same class during different evaluation cycles (mid-term, end of term, etc.) if necessary. Student evaluations are not to be conducted by an administrator.

b. The candidate for tenure should be given, if possible, at least one week's notice that a member of the TRC will attend a class session in order to administer and collect student evaluations.

c. The TRC member administering the evaluations will come to the class at least ten minutes before it ends. The candidate will leave the room. The TRC member will explain that student evaluations are being collected for the purpose of improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be
transcribed and presented to the instructor only in compiled form and without identification of the student evaluator. The TRC member shall collect the student responses and dismiss the class.

d. The Student Evaluation forms along with an appropriate cover sheet shall be delivered immediately following the evaluation to the office of the Vice Chancellor of Educational Services for processing. [When the colleges obtain appropriate equipment, the processing of student evaluations may be shifted to the college Vice President of Instruction's office for expediency of return to the TRCs.]

e. Short answer ratings shall be scored and averaged. A summary sheet shall be prepared for each class in which student evaluations were administered. All written comments will be transcribed in a list and attached to this same form which shall be returned to the TRC Chair to be placed in the portfolio.

f. Original student evaluations shall be returned to and retained by the Office of Instruction until tenure is attained or until one year after all appeals, grievances or challenges to the tenure decision are final, whichever is later.

g. As soon as possible following the administration and processing of student evaluations, the TRC shall meet with the candidate to discuss the student evaluations, and to update the Evaluation Plan in light of the student responses, as well as any other evaluation data gathered by the Committee.

h. The frequency of student evaluations shall be determined by the committee, but a minimum of three student evaluations during each of the first two semesters of the first full academic year, is required. For mid-year hires, these evaluations may begin the Spring semester preceding the first full academic year. If practical, each class taught by the candidate shall be given a student evaluation during the first two semesters.

i. Student evaluations shall be administered in accordance with the timetable specified in the Tenure Review process.

j. The form used for student evaluations shall be the approved District form.

k. TRC members may perform a Classroom Observation and distribute student evaluations during the same class period if desired.

3. Classroom Observations by TRC Members

a. Classroom observations by TRC members shall be conducted by members of the TRC in accordance with the timelines specified in the tenure review process. The frequency of classroom observations shall be determined by the TRC, as long as the timelines are generally followed. If practical, classroom observations shall be done in each class taught by the candidate during the first two semesters. The faculty members of the TRC shall each conduct classroom observations, and the Dean shall conduct at least one classroom observation.

b. Whenever possible, classroom observations shall be scheduled with at least one week advance notice to the candidate.

c. Whenever possible, the evaluator shall meet with the candidate in a pre-evaluation conference prior to the actual observation. The evaluator may obtain appropriate materials and/or information regarding course syllabi, outlines, objectives of the
observed session and current examinations or quizzes. In the case of counselors, librarians, nursing staff, DSPS Coordinators, and Learning Disability Specialists, the evaluator may obtain materials used in the course of job performance.

d. The observer shall observe for a reasonable amount of time to obtain full understanding of job performance: (1) for classroom instructors -- at least one classroom or lab hour and preferably one full class period; (2) for counselors, librarians, and nurses -- a minimum of one hour.

e. A post-evaluation conference shall be scheduled between the evaluator and candidate in accordance with the timeline specified in the Tenure Review Policy. At that conference the observed performance shall be discussed in terms of the ratings given. If applicable, the candidate and the TRC may create a plan for improvement [see Section II.A.9. for Improvement Plan].

f. The form used for Classroom Observation shall be the approved District form.

4. Peer Evaluations/Faculty Input from the Discipline and Input from Outside the Discipline.

a. Peer Evaluations/input from the discipline will be invited on a voluntary basis from faculty teaching in the discipline at the college by the Dean and submitted to the TRC along with the Administrative Evaluation Form. The form used for input from faculty in the discipline shall be the approved District form.

b. The Faculty Mentor may use this form for input on the candidate which will become part of the candidate's portfolio.

c. If relevant, input from outside the discipline may be solicited by the candidate or members of the TRC. The form used shall be the approved District form.

d. All input from faculty must reflect the criteria set forth in the Statement of Faculty Excellence [Board Policy 3.30, Sec.B]. The Dean shall be responsible for assuring that nothing in the portfolio reflects allegations based on rumors or hearsay.

5. Administrative Evaluations

a. In accordance with the timeline specified in the Tenure Review Policy, and as part of their duties as a member of the TRC, the Dean will complete the Administrative Evaluation form.

b. The administrator shall also perform at least one classroom or other (e.g., counselor, librarian, nurse) observation as a member of the TRC.

c. The College President may elect not to renew first and second year contracts for reasons other than non-performance; such as adjustment of a program due to lack of students, and fiscal and curricular needs.

6. Self-Evaluations

a. Near the end of each term, the candidate shall provide the TRC with a written self-evaluation documenting her/his own perception of how s/he has satisfied the criteria for evaluation described in Section I.B. The form used for the candidate's self-evaluation shall be the approved District form.
b. The candidate is encouraged to share materials and activities not part of the formal evaluation process, especially those undertaken during times when the faculty member is not being evaluated.

7. Non-Classroom Observation Form (Optional)

a. This form may be used for input by persons having personally observed the candidate in non-classroom settings, i.e., persons with direct knowledge, not hearsay or rumor.

b. The information submitted must be relevant to the Statement of Faculty Excellence [see pgs. 5-8].

8. Tenure Review Conferences/Reports

a. The TRC and the candidate shall meet according to the schedule specified in the tenure review process timeline (see Appendix D) in order to discuss all aspects of the evaluation process. Additional conferences may be held.

b. The Chair of the TRC shall schedule such meetings at mutually agreeable times.

c. At these conferences, the TRC should:
   1) discuss student, peer and administrative evaluations
   2) develop any necessary improvement plan
   3) review progress on any previously developed improvement plan
   4) develop or update the Evaluation Plan if necessary.

d. All members of the TRC should participate in all tenure review conferences and all members of the TRC must be present when recommendations are made (see Section II.A.11).

e. The Chair of the TRC shall complete a Tenure Review Conference Report Form, and the members of the TRC and the candidate shall sign the Form to indicate that they have read it. Any member of the TRC or the candidate may append written comments to the Tenure Review Conference Report Form if they do not feel it reflects shared perceptions. The Tenure Review Conference Report Form, as well as any such written comments, shall be included in the faculty evaluation portfolio.

9. Improvement Plan

a. If the TRC determines that a candidate is "below standards" or "unsatisfactory" in any portion of the EP, the TRC must develop a specific plan for improvement.

b. The improvement plan (IP) shall be written and shall include specific recommendations and timetables for action. It shall also include a plan for the TRC to monitor the candidate’s progress in implementing the improvement plan. The improvement plan shall conform to the Code of Ethics for members of the TRC (Sec I. F.) of this policy. The improvement plan must include student evaluations in each class taught by the candidate.

c. The improvement plan must be approved by a majority of the TRC.

d. The improvement plan must be presented to the candidate and Vice President at least six instructional weeks prior to any meeting at which the TRC makes a recommendation for termination. While the candidate may appeal the improvement
plan (Sec II.C.1), this six week timeframe will remain in effect unless the candidate wins his/her appeal.

e. After a minimum of six instructional weeks of working towards the goals of the improvement plan, the TRC may determine that the candidate's progress in implementing the specific improvement plan is unsatisfactory, and may recommend termination in accordance with Ed. Code section 87610 (March 15th notification deadline).

10. Other Documentation

a. Other documents should be included in the portfolio including representative samples of the candidate's handouts, exams, assignments, syllabi, and reading materials.

b. If the TRC and the candidate have mutually agreed to include additional items to document the objectives of the EP, such documents should be submitted to the TRC at least one week prior to a tenure review conference.  [See Section II.A.8.]

c. A joint discussion of such documentation shall be part of the tenure review conference. [See Section II.A.8.]

11. Tenure Recommendation/Report(s)

a. The TRC shall prepare a report on the candidate's progress rating together with their recommendation (see 11.b. below) on the District approved Summary Report Form. Their recommendation shall also be submitted to the Vice President and the College President on the District approved Certification form. The categories of evaluation ratings are:

1)  **“Superior” Performance** – surpasses requirements; exceeds expectations.

2)  **“Satisfactory” Performance** – meets all standards of excellence as described in this policy.

3)  **“Below Standards” of Performance** - does not consistently meet requirements and standards of excellence; marginal.

4)  **“Unsatisfactory” Performance** – does not meet requirements; ineffective.

b. In accordance with the deadline specified in the Tenure Review Policy, or as appropriate, the TRC, by majority vote and by consensus if possible, must make one of the recommendations listed below (Ed. Code sections 87608, 87608.5, 87609). No abstentions shall be permitted.

1) **Grant Tenure** - at the end of the four-year probationary period.

2) **Continuation of Probationary Status** - at the end of year one of the probationary period for one additional year; at the end of year two of the probationary period for two additional years.

3) **Termination of Service** – by March 1st of the first, second or fourth probationary year.
4) After the recommendation is written, the TRC shall meet with the candidate to allow him/her the opportunity to respond to the report and to have the report added to the portfolio before the recommendation is forwarded to the College President.

5) If the TRC is unable to agree upon a recommendation by January 31 of the first, second or fourth full contract year, the Vice President shall make a recommendation to the College President based on the material available in the portfolio at that time.

B. TENURE REVIEW OVERSIGHT/RECOMMENDATION CERTIFICATION

1. The TRC shall also submit a completed copy of the Tenure Review Summary Report Form to the Certification Committee composed of the Vice President of Instruction and the Academic Senate President to certify that the TRC has followed the required procedures and timetables, and applied the expected standards. In the event that the Certification Committee cannot so certify, the Vice President of Instruction must submit a separate report to the College President detailing their concerns.

2. The Certification form with the recommendations of the TRC shall be forwarded to the Certification Committee, the Vice President and the College President in accordance with the timeline specified in the Tenure Review Policy.

3. Should the College President not concur with the recommendation of the Tenure Review Committee he/she shall meet with the Vice President, Dean and the TRC chair to discuss his/her reasons. The Vice Chancellor of Educational Services shall then review all relevant documentation. A member of the TRC holding a majority view shall have an opportunity, equal to that of the College President, to defend the TRC's recommendation before the Vice Chancellor of Educational Services, who will make a recommendation to the Chancellor.

4. The College President shall forward his/her recommendation (to grant tenure, continue in probationary status, or terminate services), on the approved District Certification form, to the Vice Chancellor of Educational Services and the candidate in accordance with the timeline specified in the Tenure Review Policy. The Vice Chancellor of Educational Services shall make a final recommendation report to the Chancellor on all tenure review decisions.

5. The Chancellor shall forward a final recommendation to grant tenure, continue in probationary status, or terminate services to the Board of Trustees prior to March 15th in accordance with provisions of Education Code Section 87608 & 87610.

6. The Board of Trustees shall make the final decision regarding tenure, termination or continuation of service by March 15th in accordance with provisions of Education Code Section 87610.
C. APPEALS

1. Appealing Part of the Portfolio.

   a. If a candidate for tenure believes that the content of a peer evaluation, administrative evaluation, evaluation plan, improvement plan, or other item in the portfolio has been unfair or in violation of the Tenure Review Committee Code of Ethics, s/he may file a written appeal, within thirty (30) working days after the candidate becomes aware of the conditions upon which the appeal is based, with the College Tenure Review Appeal Committee composed of the Vice President of Instruction, College Academic Senate President and PFT representative.

   b. The Vice President of Instruction shall notify the members of the Tenure Review Committee that the candidate has filed an appeal over an item in the portfolio. The College Tenure Review Appeal Committee shall attempt to resolve the appeal in an informal way at the college level.

   c. It shall be the responsibility of the Vice President of Instruction to communicate the findings of the College Tenure Review Appeal Committee to the candidate and to the members of the TRC within one week of reaching their decision. S/he will also assure that the College Tenure Review Appeal Committee’s recommendations are implemented.

   d. If the appeal is not resolved informally at the college level within two weeks, the College Tenure Review Appeal Committee shall meet with the Vice Chancellor of Educational Services to review the appeal. They will be charged with investigating the allegations raised in the appeal and making a recommendation for action. The recommendation may include redoing one or several parts of the evaluation procedure or other appropriate remedial actions. They may also determine that the allegations of unfairness are groundless. The decision of this District appeal group shall be by majority vote. They will make their findings known as soon as is practicable, but no later than thirty (30) days after being formally charged with resolving the appeal.

2. Appealing Procedural Violations of the Tenure Review Process

   The candidate should attempt to resolve an appeal of violations of the procedures in the tenure review process at the college level through the college Tenure Review Appeal Committee as set forth above (see II.C.1.). If the appeal is not resolved at the college level, the candidate may file a grievance within thirty (30) days after the candidate becomes aware of the condition upon which the grievance is based. To do so, the candidate shall use the formal grievance procedure as set forth in the current Peralta Federation of Teachers-Peralta Community College District contract. [See Appendix G.] Non-prejudicial procedural errors shall not serve to invalidate the recommendation of the TRC.

3. Appealing Denial of Tenure When The Candidate Alleges That The Decision was Unreasonable or Violated, Misinterpreted, or Misapplied District Policies

   If a candidate alleges that a decision to not grant tenure or not continue in probationary status was unreasonable, or violated, misinterpreted, or misapplied any District policies or procedures, the candidate may appeal the negative tenure decision by filing a grievance using the formal grievance procedure defined in the current Peralta Federation of Teachers-Peralta Community College District contract. [See Appendix G.]
4. Reconsideration Procedure

a. In the event that a decision not to grant tenure, or not to be given an additional probationary contract, results in a grievance which is resolved with a recommendation order that said decision requires reconsideration, the Vice Chancellor of Educational Services will form a Tenure Reconsideration Committee of the Vice President, College President and three faculty members, a majority of whom shall be from the discipline and, if possible, from the college. The candidate shall select a member of the committee, the President of the local Academic Senate shall select a member of the committee, and the administrator at the college in charge of the discipline shall select a member of the committee. The candidate may challenge one member of the committee. (That member will be replaced by a new member nominated by the person who made the original nomination.) None of the members of the original Tenure Review Committee may serve on the Tenure Reconsideration Committee. The Tenure Reconsideration Committee must be approved by the Vice Chancellor of Human Resources.

b. The Tenure Reconsideration Committee shall review the specific policy provisions or procedures found to have been violated to determine the degree to which such violation was prejudicial in the tenure decision. The Tenure Reconsideration Committee may meet with the candidate to discuss the contents of the portfolio, or interview members of the original Tenure Review Committee, if they deem it useful. The Tenure Reconsideration Committee members may conduct classroom visitations, collect additional student evaluations, and request completion of a self-evaluation form by the candidate if they determine that additional documentation is required.

c. The Tenure Reconsideration Committee shall determine whether or not to recommend the granting of tenure or continued probation, or to reaffirm the decision not to grant tenure or continue probation, within ninety (90) days of the formation of the Tenure Reconsideration Committee.

D. RIGHTS OF PFT

The PFT may designate representatives to attend and observe any meetings conducted as part of the Tenure Review process even over objection of candidate.

E. TIMELINES FOR TENURE REVIEW

The timelines in the Appendix are intended to be a guide to the tasks that need to be performed. They provide a recommended schedule for accomplishing those tasks. Tenure Review Committees may decide to complete the various steps of the process somewhat earlier than the timelines provide, and special circumstances may necessitate a later schedule. To provide needed flexibility, the written timelines shall be adhered to within a period of five working days before and five working days after the dates stated in the timeline, absent unavoidable circumstances preventing this adherence.

The timelines below have been established to allow TRC members to evaluate the candidate, identify areas that may need improvement, schedule further evaluations if necessary, meet to prepare their report, and present their report to the College President in time for the President to make his/her recommendation to the Chancellor and to the Board of Trustees.
In the case of a mid-year hire, the TRC is encouraged to begin the evaluation process the candidate’s first semester, and all evaluations done that semester will count towards work done the first probationary year. However, the four-year tenure review process is based on academic years and does not formally begin until July 1st following the mid-year candidate’s date of hire.

The timeline is important to the overall process, but it is not intended to be a technicality by which the entire process can be invalidated. Non-prejudicial procedural errors shall not serve to invalidate the recommendation of the TRC.

If for any reason the TRC fails to perform its duties and complete the required evaluations, the Vice President of Instruction shall be responsible for forwarding a recommendation to the College President based on all documents in the portfolio at the time. [See II.A.11.b.(5).]

The appeals process (Sec. II.C.) includes provisions which are designed to promptly address inappropriate deviations from the established timeline, to address issues of bias, and to correct any such problems as soon as possible. Every effort should be made to resolve issues within the TRC, at the College level, prior to invoking the appeals procedures.

[See Appendix D for Timeline Guidelines and Sample Semester Timelines.]
APPENDICES
APPENDIX “A”

SUPPORT FOR THE TENURE REVIEW COMMITTEE

1. TRC Stipends/Compensation.

TRC Chairs shall receive a stipend of $600 per full academic year, and other faculty TRC members shall receive a stipend of $500 per full academic year. All TRC stipends are paid at the end of the academic year, after the College Tenure Facilitator has reviewed the portfolio and verified that all work has been completed. Stipends for those serving less than a full academic year will be prorated for the months actually served.

The Tenure Facilitator will validate the work of each TRC member to the Office of Vice Chancellor, Educational Services, which is responsible for seeing that the TRC stipends are paid.

2. If a faculty member is chosen from another Peralta College, the faculty member may be compensated for mileage as per the PFT contract.

APPENDIX “B”

CLASS ASSIGNMENTS

During the first two semesters, the candidate's teaching schedule and class assignments shall be arranged by the Dean in consultation with the TRC Chair. It is the intent of this policy that the teaching assignments during the first two semesters allow the candidate sufficient preparation time for a fair and reasonable evaluation. The candidate may not grieve this teaching schedule.

APPENDIX “C”

INSTITUTIONAL SUPPORT FOR CANDIDATE

Institutional support is defined as support from the College or District, or both, and shall include, but not be limited to, appropriate and adequate tenure review orientation.
APPENDIX “D”

GUIDELINES FOR TENURE REVIEW TIMELINES

See attached--

- Chart of Overview of Four-year Tenure Review Process of Evaluation
- Four Full Sample Semester Timelines –
  - 2005-06 (Fall and Spring)
  - 2006-07 (Fall and Spring)*

*[Note: Definite Holiday Dates, Spring Break days, and Professional Days for 2006-07 were not determined at the time of the publication of this Handbook/Contract; thus, dates shown for these semesters are best estimates.]
## Four Year Overview Of Peralta’s TENURE REVIEW PROCESS

<table>
<thead>
<tr>
<th>DISTRICT APPROVED FORMS</th>
<th>YEAR 1 Dates/Activities for Year</th>
<th>YEAR 2 Dates/Activities for Year</th>
<th>YEAR 3 Dates/Activities for Year</th>
<th>YEAR 4 Dates/Activities for Year</th>
</tr>
</thead>
</table>
| 1. EVALUATION PLAN     | 1. TRC meets/develops Eval. Plan w/candidate by end of 3rd week  
[One for 1st year Ten. Track Candidates; one for years 2-4]  
[White–sample]  
2. Eval. Plan to be given to Candidate, Tenure Facilitator & Vice President | 1. TRC meets/develops Eval. Plan w/candidate by end of 3rd week  
2. Eval. Plan to be given to Candidate, Tenure Facilitator & Vice President | Same as year 2 | Same as years 2 & 3 [to be completed in Fall term] |
| 2. STUDENT EVALUATION OF INSTRUCTOR  
[Scantron form–Orange, pink or white, as applicable]  
[Blue (or White)] | 1. Each class taught or min. of 3 each of 1st two semesters in 1st academic yr.  
2. No. to be determined for counselors, librarians, DSPS cnslrs/coords, nurses, etc. (Approx. 4 sets of 10 evals.) | 1. 3 classes per acd. yr. for teaching faculty  
2. No. to be determined for counselors, librarians, DSPS cnslrs/coords, nurses, etc. (Approx. 3 sets of 10 evals.) | Same as year 2 | Same as years 2 & 3 [to be completed in Fall term] |
| 3. CLASSROOM (or Faculty) OBSERVATION FORM for TRC Members  
[Blue (or White)] | 1. Each class taught for teaching faculty or min. of 3 each of 1st two semesters in 1st academic year.  
2. No. to be determined for counselors, librarians, DSPS cnslrs/coords, nurses, etc. (Approx. 4 evals.) | 1. 3 classes per acd. yr. for teaching faculty  
2. No. to be determined for counselors, librarians, DSPS cnslrs/coords, nurses, etc. (Approx. 3 evals.) | Same as year 2 | Min. of one in Fall semester for admin. on TRC, and min. of one for faculty on TRC [to be completed in Fall term]. |
| 4. PEER EVALUATION REPORT (for other non-TRC faculty in discipline)  
[Buff] | Optional | Optional | Optional | Optional |
| 5. ADMINISTRATIVE EVALUATION RPT. (Immediate supervisor of candidate)  
[White] | Prior to end of Fall term | Prior to end of Fall term | Same as year 2 | Same as years 2 & 3 |
| 6. CANDIDATE SELF-EVALUATION RPT.  
[White] | Each term | Each term | Each term | Fall only |
| 7. NON-CLASSROOM OBSERVATION/ INFORMATION REPORT FORM  
[White] | Optional | Optional | Optional | Optional |
| 8. CONFERENCE REPORT FORM  
[Green] | All TRC meetings with Candidate [Mtg to be held ASAP after evaluations done] | All TRC meetings with Candidate [Mtg to be held ASAP after evaluations done] | All TRC meetings with Candidate [Mtg to be held ASAP after evals. done] | All TRC meetings with Candidate [Mtg to be held ASAP after evals. done] |
| 9. SUMMARY REPORT  
[Goldenrod] | Prior to end of Fall term | Prior to end of Fall term | Same as year 2 | Same as years 2 & 3 |
| 10. CERTIFICATION FORM  
[Yellow] | Complete same time as Summary Report | Complete same time as Summary Report | Complete same time as Summary Report | Complete same time as Summary Report |

[Note: Numbers of evaluations are minimums; OK to do more, and may be necessary to do more under certain circumstances.] rev.5-05
Four Full Sample Semester Timelines Follow –

Fall 2005 - (2 pgs) and Spring 2006 – (2 pgs)

Fall 2006* - (2 pgs) and Spring 2007* – (2 pgs)

*Note: Definite Holiday Dates, Spring Break days, and Professional Days for 2006-07 were not determined at the time of the publication of this Handbook/Contract]
## Timeline for Tenure Review
### 2005-06 Academic Year

### Fall 2005 Semester

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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## FACULTY EVALUATION POLICIES & PROCEDURES

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**MAY 1**
All docs. Must be in file in VPI’s Office: TF verify for TR Stipends

2 | 3 | 4 | 5 | 6-7 | 15-16 |

Holiday—Malcolm X’s Birthday

20-21 | Final Exams Begin |

Final Exams/ Semester Ends
# TIMELINE FOR TENURE REVIEW

## 2006-07 Academic Year

*Note: Definite Holiday Dates, Spring Break days, and Professional Days for 2006-07 were not determined at the time of the publication of this Handbook/Contract*

### Fall 2006 Semester

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### FACULTY EVALUATION POLICIES & PROCEDURES

**Page 40**

(FALL 2006 – continued)

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### Spring 2007 Semester

**[Note: Definite Holiday Dates, Spring Break days, and Professional Days for 2006-07 were not determined at the time of the publication of this Handbook/Contract]**

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**Holiday—MLK, Jr Birthday**

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*Candidate can submit written response to rec. to TRC, if desired*

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*College Ten. Rev. Cert. Comm. to meet to Cert. Recs. & Send Cert Recs to President*

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*Pres. to have submitted Cert./Recs to Chanc. via VC-ES*

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*Add. Fac/Class. Obs. & 6th Stud. Eval to be done*
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# APPENDIX “E” *(See Key Below)*

LIST OF DISTRICT APPROVED TENURE REVIEW/FACULTY EVALUATION FORMS*

<table>
<thead>
<tr>
<th>Regular Set of Faculty Evaluation Forms</th>
<th>Special Faculty Evaluation Forms</th>
<th>Non-Tenure Track &amp; Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“INSTRUCTOR”</strong></td>
<td><strong>ALL FORMS SAME AS WITH “INSTRUCTOR” SET</strong> except for the following specialty forms that replace the corresponding numbered form in the Instrutor set of forms listed to the left:</td>
<td></td>
</tr>
<tr>
<td>1. Evaluation Plan (sample)</td>
<td><strong>COUNSELOR</strong></td>
<td>(Non-TenureTrack Evaluation Set of Forms)</td>
</tr>
<tr>
<td>2.a. Student Evaluations (Orange Scantron) OR 2.b. Student Evaluation of ESL Instructor (Pink Scantron)</td>
<td>2. Student Evaluation of Individual Counseling Session, and 3. Counselor Performance Eval. (by TRC / Eval. Comm. Member)</td>
<td>The following forms are used by Evaluation Teams which evaluate non-tenure track faculty – i.e., part-time/ hourly faculty, long term subs, or tenured faculty. (See Board Policies 3.30B and 3.31.)</td>
</tr>
<tr>
<td>3. Classroom Observation (by TRC/Eval.Team Member)</td>
<td><strong>LIBRARIAN</strong></td>
<td>a. Student Evaluation (w/cov.pg.)</td>
</tr>
<tr>
<td>4. Peer Evaluation</td>
<td></td>
<td>b. Faculty/Classroom Observation</td>
</tr>
<tr>
<td>5. Administrative Evaluation</td>
<td></td>
<td>c. Administrative Evaluation</td>
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<tr>
<td>6. Candidate’s Self-Evaluation</td>
<td></td>
<td>d. Self Evaluation</td>
</tr>
<tr>
<td>7. Non-Classroom Observation</td>
<td></td>
<td>e. Summary Report Form</td>
</tr>
<tr>
<td>8. Conference Report</td>
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<td>[These forms are the same forms as used above with Tenure Track faculty.]</td>
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<tr>
<td>9. Summary Report</td>
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<tr>
<td>10. Certification Form</td>
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<td>Other TR-Related Forms</td>
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<td>Also used in the Tenure Track Faculty Evaluation process are the following forms:</td>
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<td>• Calendar (showing 4-yr overview of Ten. Rev. Process)</td>
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<td>• Calendar (showing timeline for full academic year—Fall/Spr)</td>
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<td>• Cover Sheets (for submitting Student Evaluations to District Office for Processing)</td>
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<td>• Tenure Facilitator’s Checklist (covering all documents due in TR Portfolio)</td>
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<td><strong>NOTE 1:</strong> The numbers of the forms above refer to the corresponding forms numbered similarly in the “INSTRUCTOR” list (1st box above). (E.g., The same forms are used for all types of faculty for Forms numbered 4-10 as shown on the “Instructor” list above.)</td>
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<td><strong>NOTE 2:</strong> All tenure review/faculty evaluation forms are available on the Peralta web page under Educational Services at: <a href="http://www.peralta.cc.ca.us/indev/tenure/tenrev.htm">http://www.peralta.cc.ca.us/indev/tenure/tenrev.htm</a></td>
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|                                           | **KEY**                          |
|                                           |                                  |
|                                           | **NOTE 1:** The numbers of the forms above refer to the corresponding forms numbered similarly in the “INSTRUCTOR” list (1st box above). (E.g., The same forms are used for all types of faculty for Forms numbered 4-10 as shown on the “Instructor” list above.) |
|                                           |                                  |
|                                           | **NOTE 2:** All tenure review/faculty evaluation forms are available on the Peralta web page under Educational Services at: http://www.peralta.cc.ca.us/indev/tenure/tenrev.htm |

**List of TR Forms.080105**
APPENDIX “F”

RECOMMENDATIONS FOR NEW FORMS AND CHANGES TO EXISTING FORMS

1. Should any faculty group or administrator recommend the creation of a new form for evaluation or recommend changes in existing forms or student evaluations, such recommendations must be made in writing to the College Vice President of Instruction and the Vice Chancellor of Educational Services who will confer with the other college Vice Presidents of Instruction and the appropriate PFT representative and College Tenure Facilitators.

2. If approved by the Vice Chancellor of Educational Services and the appropriate PFT representative, the revised/new forms will be distributed to all Deans and TRC Chairs, and will be used in all subsequent evaluations to which they apply.

3. Whenever possible, all forms (other than Scantron Forms) shall be available on disc (or on-line) to be filled out on a computer. However, the District approved forms cannot be altered in form or substance other than in spacing available for responses. If any evaluation form is found to be altered, it may be removed from the portfolio or be required to be rewritten on the approved District form. Once signed, the originals of all forms shall remain in the portfolio. (Sec. II.A.)
APPENDIX “G”

FILING A GRIEVANCE –
[IF APPEALS CANNOT BE RESOLVED AT THE DISTRICT LEVEL]

1. When filing a grievance, it is highly recommended that the candidate confer with the PFT grievance officer on his/her campus. In the event that the grievance is not resolved to the candidate’s satisfaction within the District, the decision to take the grievance to binding arbitration is left to the PFT Executive Council or to the candidate, as the case may be. The candidate is entitled to pursue a matter to arbitration with or without the representation of the PFT. If a candidate pursues a grievance to arbitration, the PFT shall have access to all information in the portfolio. The arbitrator is without power to grant tenure except for failure to give notice on or before March 15th. Also, when the union does not initiate the arbitration, the District shall require the employee to file adequate security to pay the employee part of the cost of arbitration (Ed. Code 87610). Any final decision reached as a result of the grievance procedure shall be subject to review pursuant to Section 87611 of the Ed. Code.

2. If the grievance is resolved in favor of the candidate, the College President shall work with the candidate and the PFT grievance officer to implement the decision. For this purpose, the College President shall have the authority to require that one or several parts of the evaluation procedure be redone, or other appropriate remedial actions, including replacement of members of the TRC with consent of the candidate and the PFT grievance officer.
Tenured Faculty

Evaluation Policy and Procedures

Board Policy 3.30B
3.30B  EVALUATION OF TENURED FACULTY

PURPOSE

Evaluation of tenured faculty is consistent with the Community Colleges' mission of educational excellence as required by Section 87663 of the Ed. Code. The purpose of the evaluation of tenured faculty is to benefit the faculty member through peer review. The primary objective is to evaluate the faculty member's effectiveness in relationship to good teaching, currency in the field, department/discipline responsibilities, effectiveness of service to students, the departments/disciplines and the college. The evaluation is the joint responsibility of the Vice President / Dean or his/her designee and the department/ discipline faculty. The most positive effects of the evaluation will be obtained at the department/discipline level and accrue to the individual. The evaluation should recognize the accomplishments of tenured faculty, and make recommendations for correcting deficiencies.

This policy can only be changed or modified after consultation between the Peralta Federation of Teachers (PFT) and the District Academic Senate; such changes or modifications must also be negotiated between the PFT and the District.

CRITERIA

The basis for review of tenured faculty is composed of four categories collectively containing 24 criteria for assessing performance relative to knowledge base and the ability to apply it, motivation and interpersonal skills, and professional responsibilities.

The faculty and the administration of the Peralta Community College District affirm the following definition of teaching excellence.

Knowledge Base

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

1. Are knowledgeable about their work areas and disciplines.
2. Are knowledgeable about how students learn.
3. Are current in their field.
4. Provide perspectives that include a respect for diverse views.
5. Do their work in a well-prepared and well-organized manner.

Application of Knowledge Base

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:
1. Make the material intelligible, interesting, and relevant to the students.

2. Continually assess the teaching-learning process and modify strategies as necessary to retain student interest, stimulate independent thinking, and encourage students to be analytical.

3. Use clear, explicit criteria, relevant to the subject matter, to evaluate students' work fairly to ascertain effective learning of the material presented.

Motivation and Interpersonal Skills

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

1. Are enthusiastic about their work.

2. Are committed to education as a profession.

3. Set challenging performance goals for students.

4. Project a positive attitude about students' ability to learn.

5. Treat students with respect and recognize they operate in a broader perspective beyond the classroom.

6. Respect diverse talents and accommodate cultural and individual differences.

7. Are available to students.

8. Listen attentively to what students say.

9. Are responsive to student needs.

10. Are fair in their evaluation of student progress.

11. Present ideas clearly.

12. Create a climate that is conducive to learning.

Professional Responsibilities

Excellent faculty members of the Peralta Community College District, whether classroom teachers, librarians, counselors, college nurses, or serving in another capacity:

1. Display behavior consistent with professional ethics; listed in the AAUP Code of Ethics.

2. Work collaboratively with colleagues, for example, attend discipline meetings, and participate on departmental and District committees and projects. Participate in non-classroom responsibilities, including attendance at discipline, department, division, college and District meetings; understand that service on college and District committees, including those for hiring and evaluation, is an obligation of every faculty member.
3. Maintain and expand their knowledge and skills in subject matter appropriate to their professional area.

4. Adhere to approved course outlines, goals, and objectives.

5. Be aware that the District expressly forbids sexual harassment of its students and employees by faculty, administrators, supervisors, staff, students or members of the general public. If an allegation of sexual harassment is substantiated, a violation of this rule may lead to personnel disciplinary actions including a letter of reprimand, suspension, or termination of employment in accordance with the California Ed. Code.

PROCEDURES

A. Every tenured faculty member shall be evaluated once every three years. The College Academic Senate President, a PFT campus representative, and the Vice President / Dean shall jointly assign each regular faculty member to an Instructional Improvement Cluster (IIC) consisting of 10 - 15 individuals. Faculty in the same and related disciplines should be in the same cluster unless a different arrangement is specified by the College's Academic Senate. Each IIC shall be divided into three equal (or nearly equal) groups, characterized as Groups A, B, and C. During any given academic year, one group shall consist of faculty being evaluated, one group shall consist of faculty doing evaluations, and one group shall have no tenured faculty evaluative responsibilities.

B. Meetings of each IIC will be jointly called by the College Academic Senate President, the PFT campus representative and the Vice President / Dean during the first five weeks of the academic year. At these meetings the IIC will determine:

1. The evaluation model that the cluster will use (see below for models).

2. The "Evaluation Team" for each evaluatee scheduled for that year. Evaluation Teams shall consist of two tenured faculty members selected by lot from the IIC, at least one of whom is from the evaluatee's discipline or a related discipline. The Vice President / Dean or his/her designee shall manage the lottery process. No faculty member shall be required to serve on more than three evaluation teams a year. The evaluatee may challenge one member of the evaluation team, in which case that person shall be replaced by lottery from among those faculty left in the pool.

3. An "Evaluation Timetable" which shows the specific dates that evaluation activities will occur for each evaluatee. Ordinarily the evaluation activities for any single evaluatee should be completed within one quarter or one semester. Such meeting will be jointly called by the College Academic Senate President, the PFT campus representative and the Vice President / Dean.

C. Each Vice President / Dean shall establish an evaluation portfolio in her/his office for those faculty responsible to her/him.
D. During each academic year, every faculty member in the cluster will have student evaluations administered in at least two classes. Student evaluations will be administered by the group responsible for evaluations during that academic year. However, no faculty member shall administer student evaluations in his/her own classes. The standard District Student Evaluation of Instructor form shall be used. Procedures for administering student evaluations will follow the same procedures as employed in the tenure review procedures. The faculty member shall receive a summary of the student evaluations within two weeks of their administration, and a sealed copy of the summary shall be placed in the faculty member's portfolio.

E. Prior to the commencement of formal evaluation procedures, each faculty member scheduled for evaluation during any academic year shall complete a self-evaluation form using the standard District form, and submit the self-evaluation to his/her Vice President / Dean for inclusion in the portfolio.

F. The Vice President / Dean shall complete an Administrative Evaluation form for each evaluee responsible to her/him. This form shall be included in the evaluee's portfolio at least two weeks prior to the completion of the evaluation.

G. The evaluee may submit additional materials to the portfolio, including examples of scholarly or artistic work, handouts to students, tests, etc.

H. All materials in the evaluee's portfolio shall be available to the Evaluation Team, including the summary of the student evaluations, and shall be considered when determining the evaluee's overall rating.

I. Upon completion of the evaluation, the Evaluation Team members shall complete a summary using the District Summary Report Form, and shall indicate whether the evaluee is superior, satisfactory, below standards, or is unsatisfactory. The Evaluation Team members shall meet with the evaluee to discuss the summary form. The evaluee shall sign the form to acknowledge that she/he has read it, and may attach any written comments to the summary.

If the summary finding is satisfactory or better, the evaluation team shall meet with the Vice President / Dean, who shall include it in the evaluee's Personnel File. All other materials in the evaluee's portfolio shall be sealed and stored. A new portfolio shall then be established for the next three-year cycle.

If the summary finding is less than satisfactory, the Evaluation Team shall meet with the evaluee and the evaluee's Vice President / Dean in order to prepare an Improvement Plan. Such a plan should identify specific areas for improvement as well as a plan and timetable for monitoring the evaluee's progress during the following semester or quarter. The Vice President / Dean shall join the Evaluation Team in monitoring the Improvement Plan. If such monitoring involves classroom observations, all procedures identified below for classroom observations shall be followed. At the end of this second semester, the Evaluation Team shall complete a final summary evaluation form which will be inserted into the evaluee's Personnel File.
EVALUATION MODELS:

Model 1: Standard Classroom Observation Model

Each member of the Evaluation Team shall schedule at least one classroom observation of the evaluee. Procedures for the classroom observation shall be the same as those in the tenure review process. The standard District classroom observation form shall be completed, and the Evaluation Team shall meet with the evaluee to discuss their observations as well as the other materials in the evaluee's portfolio. By the end of the term, the Evaluation Team shall prepare the final Summary Report Form and obtain the evaluee's signature and any written comments that he/she wishes to addend.

Model 2: Partnership Model

The evaluee and the members of the Evaluation Team shall prepare a schedule of frequent (at least bi-weekly) visits to the evaluee's classroom over the course of the term. The evaluee and the team may designate one course or several courses for observation. They shall meet bi-weekly to discuss their observations, and to make suggestions for improving the class(es). The evaluee may also visit one or several class sessions of members of the Evaluation Team by invitation in order to see models of concrete suggestions that may have come up during the discussions. All classroom observations of the evaluee shall be scheduled in advance following the procedures of the tenure review process. Standard District classroom observation forms need not be used for these classroom observations. However, a written log of the Evaluation Team's discussions with the evaluee shall be kept. The evaluee may also keep a written journal describing interesting or important events in the class which she/he makes available to the Evaluation Team.

The Evaluation Team shall include at least one meeting where the contents of the evaluee's portfolio are discussed. At the end of the term, the Evaluation Team shall prepare the final Summary Report Form and obtain the evaluee's signature and any written comments that he/she wishes to addend.

Model 3: The Videotape Model

The evaluee may have at least three class sessions videotaped during the course of the semester. The videotapes shall be made available to the members of the Evaluation Team. Each member of the team shall complete a classroom observation form for each videotape, and then shall meet with the evaluee to discuss both the videotapes and the other documents in the evaluee's portfolio. At the end of the term, the Evaluation Team shall prepare the final Summary Report Form and obtain the evaluee's signature and any written comments that he/she wishes to addend.

Model 4: The "Custom" Model

Any IIC may design its own system of evaluation for members of the cluster. Such a design must be approved in advance by the College Academic Senate President, the PFT college representative, and the Vice President / Dean. All such custom evaluations must include annual student evaluations and a self-evaluation.

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Temporary Part-Time Faculty
And Long Term Substitutes

Evaluation Policy and Procedures

Board Policy 3.31

(As this revision goes to print, Board Policy 3.31 is currently involved in negotiations, and under review and revision. This handbook contains the policy and procedures which remain in place, pending any changes made and ratified through negotiations and/or revision. Until further notice, evaluation of all temporary part-time faculty should follow the procedure specified in Board Policy 3.31 for “Subsequent Evaluations” [see pp. 60, 61 & 62]; with the exception that a faculty member who has not yet been evaluated under Board Policy 3.31, shall receive, upon request, an “Initial Evaluation” [see pp. 59, 60 & 61], pursuant to this Policy.)
3.31 EVALUATION PROCEDURES
FOR TEMPORARY PART-TIME INSTRUCTORS
AND LONG-TERM SUBSTITUTES

NOTE: The Board's adoption of the evaluation policy for part-time temporary faculty is made with the expressed understanding that the evaluation policy in no way affects or changes the current District policy which provides that part-time, temporary faculty assignments entail no commitment to the hired individual beyond the explicit terms of the particular temporary assignment.

I. PURPOSE

The evaluation process for Peralta Community College District, has at its core, a concern for excellence in all aspects of the academic enterprise. The evaluation criteria employed in the process are derived from those academic qualities, skills and attitudes of professional behavior which constitute excellence. The part-time evaluation review system is based on the following principles:

* recognition and acknowledgement of good performance;
* improvement of performance;
* promotion of professionalism.

The faculty play a central role in evaluating their peers. Only through the joint effort of faculty and administration can the mutual goal of promoting quality education be achieved. Adherence to this policy assures the District, its colleges and students that only a highly qualified professional staff will be hired. All procedures relative to hiring part-time faculty shall be characterized by strict confidentiality.

Evaluation of temporary part-time faculty and long-term substitutes is a four-part process which involves self-evaluation, peer [now called Faculty/Classroom] evaluation, administrative evaluation, and student evaluation. Together, these four evaluations form the evaluation report.

This policy can only be changed or modified after consultation between the Peralta Federation of Teachers (PFT) and the District Academic Senate; such changes or modifications must also be negotiated between the PFT and the District.

Student Evaluation

The purpose of the Student Evaluation of Instructor is to gain from students their opinion of the overall effectiveness of the instructor. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor only in compiled form.
**Self-Evaluation-Professional Competence**

Using the part-time instructor Self-Evaluation Form, faculty members are expected to provide evidence of professional competence and teaching effectiveness. The following are general criteria that will be used in the self-evaluation:

1. Appropriateness of instructional methods in achieving course objectives.
2. Knowledge of current teaching methods, materials, and trends in his/her field of instruction.
4. Preparation and planning of curriculum.
5. Knowledge of recent advances in the discipline.
6. Demonstration of continued professional growth.

**Peer [formerly called Faculty/Classroom] Evaluation**

The following are general criteria that will be used in the faculty/classroom and administrative evaluation:

1. Expertise in subject matter or professional field.
2. Effectiveness in carrying out duties in instruction.
3. Acceptance of professional responsibilities; such as submitting attendance rosters, census reports, and grades according to the appropriate timeline.
4. Effectiveness of communications with students and staff.
5. Behavior consistent with professional ethics (AAUP).
6. Non-teaching faculty, such as counselors, librarians, and nurses, will be evaluated based on job description.

Temporary part-time employees shall be evaluated within the first year (initial evaluation) of employment.* Thereafter, evaluation shall be at least once every six regular semesters, or once every nine regular quarters (subsequent evaluations). Long-term substitutes shall be evaluated within the first term. In the event an evaluation is negative, more frequent evaluations may be required.

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*Whenever possible this should be done during the first term of employment.
II. COMPOSITION AND RESPONSIBILITIES OF THE EVALUATION TEAM  
(For Initial Evaluation):

The evaluation team for each part-time instructor who is being evaluated for the initial evaluation shall consist of:

Vice President / Dean or Designated Administrator  
Evaluation Committee Chair  
Faculty Peer  
Evallee  

**Designated Administrator** - The responsibility for administering the evaluation system rests with the Vice President / Dean. The Vice President / Dean who has responsibility for the discipline shall initiate the evaluation procedures, designating the Evaluation Committee Chair, in consensus with the Department Chair**, ensuring that the evaluation procedures are followed, timelines are met, classroom visits are held, records are kept and preliminary and summary evaluation meetings are held. The Vice President / Dean shall complete the Administrative Review Evaluation Form.

*Evaluation Committee Chair* - The Vice President / Dean, in consensus with the Department Chair, shall designate a faculty member from the Evallee's discipline (or if necessary a related*** discipline) to be the Evaluation Committee Chair.*** She/he holds the preliminary evaluation meeting, does a classroom observation, completes the appropriate items on the Classroom Observation Report Form, and holds a summary evaluation meeting. The Evallee may challenge the Vice President / Dean's and Department Chair's choice of the Evaluation Committee Chair once.

**Faculty Peer** - The Faculty Peer is chosen by the Evallee from his/her discipline (or if necessary a related discipline). THE RESPONSIBILITY FOR EVALUATION OF PART-TIME FACULTY RESTS WITH FULL-TIME FACULTY. HOWEVER, PART-TIME FACULTY MAY SERVE ON THE EVALUATION COMMITTEE WITH THE APPROVAL OF THE DEAN OR THE VICE PRESIDENT.**** The Faculty Peer attends the preliminary evaluation meeting, does a classroom observation, completes appropriate items on the Classroom Observation Report Form, administers the Student Evaluation of Instructor forms, and attends the summary evaluation meeting.

The Temporary Part-Time Instructor or Evallee - The Evallee is responsible for choosing the Faculty Peer, completing the Part-Time Instructor Self-Evaluation Form, and attending the preliminary and summary evaluation meetings.

**At College of Alameda and Vista College a tenured faculty member (from the discipline if possible) shall be designated by the President of the Academic Senate to carry out the function of the Department Chair for part-time evaluation purposes.**

***As defined on the Board of Governors list of minimum qualifications.**

****In some instances, faculty from other colleges may need to share the responsibility of serving as Evaluation Committee Chair.

*****Part-time faculty who serve on an evaluation committee do not receive stipends or other compensation. However, they may receive credit towards their professional development obligations.
III. COMPOSITION AND RESPONSIBILITIES OF THE EVALUATION TEAM  
(Subsequent Evaluations):

If the initial evaluation indicates that the Evallee meets or exceeds standards, then for subsequent evaluations, the evaluation team shall consist of a faculty member from the Evallee's discipline (or if necessary a related discipline) mutually agreed to by the Vice President / Dean and the Evallee. This faculty member shall hold a preliminary evaluation meeting, do a classroom observation, complete appropriate items on the Classroom Observation Report Form, administer the Student Evaluation of Instructor forms, and hold a summary evaluation meeting.

If any evaluation indicates that the Evallee is either below standards or unacceptable, a subsequent evaluation will be done following the procedures for an initial evaluation (for composition of the evaluation team see Section II).

EVALUATION PROCEDURES - Initial Evaluation

1. The Vice President / Dean contacts the Evallee in order to provide him/her with a copy of the evaluation procedures, and to solicit the name of the Faculty Peer evaluator (FP).

2. The Vice President / Dean contacts the Department Chair in order to jointly select the Evaluation Committee Chair. (At College of Alameda each discipline shall select a faculty member to make this joint appointment. In the event that the discipline does not select a faculty member, the Vice President / Dean shall make the appointment.)

3. The Vice President / Dean notifies the Evallee of the composition of the evaluation team, and offers him/her the opportunity to challenge the choice of the Evaluation Committee Chair (ECC).

4. The Faculty Peer and the Evallee set up a date for the Faculty Peer to distribute student evaluations. The Evallee and the Faculty Peer sign off to verify that this meeting took place. (Form to be developed.)

5. The Faculty Peer administers the student evaluations using the standard District form. The procedure is to follow the procedure from the Tenure Review Handbook for administering student evaluations. The Faculty Peer administering the evaluations will come to the class twenty minutes before it ends. The Evallee will leave the room. The Faculty Peer will explain that student evaluations are being collected for the purpose of improving instruction at the college. Students will be assured of the anonymity of their responses, including that original copies of any written comments will be transcribed and presented to the instructor only in compiled form. The Faculty Peer shall collect the student responses and dismiss the class. Original student evaluations shall be retained in the Office of Instruction for one year.

6. Within two weeks of administering the student evaluations, the Evaluation Committee Chair shall convene the Preliminary Evaluation Meeting, at which time the Evallee shall receive a summary of the results of the student evaluations and the Evallee's Self Evaluation Form. At this Preliminary Evaluation Meeting, the Evaluation Committee Chair, the Faculty Peer and the Evallee shall establish dates for peer observations, submission of the self-evaluation to the Evaluation Committee Chair, and the Summary Evaluation Meeting. The Evaluation Committee Chair shall notify the Vice President / Dean of the proposed timeline, and request submission of an Administrative Review Evaluation Form prior to the Summary Evaluation Meeting.
7. The Evaluation Committee Chair and the Faculty Peer conduct peer observations of a whole class period, or at least one hour. They each complete the Classroom Observation Report Form.

8. The Vice President / Dean submits the Administrative Review Evaluation Form to the Evaluation Committee Chair prior to the Summary Evaluation Meeting.

9. The Evaluatee submits the part-time instructor Self-Evaluation Form to the Evaluation Committee Chair prior to the Summary Evaluation Meeting.

10. Prior to the Summary Evaluation Meeting, the Evaluation Committee Chair and the Faculty Peer complete the Evaluation Summary Form, and designate whether the Evaluatee is Superior, Satisfactory, Below Standards, or Unsatisfactory. [Note: By agreement between PCCD and the PFT, evaluation of part-time faculty and long term substitutes shall be based on the same categories as those agreed to for probationary faculty (see Board Policy 3.30 Procedures, Sec.II.A.11)]. If the Evaluation Committee Chair and the Faculty Peer cannot agree, separate Summary Forms shall be completed. The Vice President / Dean shall be notified if either agreement is not reached or if the Summary Evaluation indicates that the Evaluatee is either Below Standards, or Unsatisfactory. The Vice President / Dean shall then have the option to conduct a classroom observation. If the Vice President / Dean chooses to conduct a classroom observation, he/she shall meet with the Evaluatee in advance of the observation to schedule the observation, and to discuss the Evaluatee's goals, objectives, etc. for the class.*****

11. The Summary Evaluation Meeting is held to review and discuss all evaluations with the Evaluatee. The Evaluatee reviews the Classroom Observation Report Forms, the Administrative Review Evaluation Form, and the Summary Form(s). If the Vice President / Dean did a classroom observation, he/she shall attend the Summary Evaluation Meeting. The Evaluatee is given an opportunity (a minimum of one week) to respond in writing to any issues raised by the evaluation.

12. All evaluation documents, including the summary of student evaluations, the Classroom Observation Report Forms, the Administrative Review Form, the Summary Evaluation Form(s), and any Evaluatee response, shall be forwarded to the Vice President / Dean for inclusion in the Evaluatee's personnel file.

EVALUATION PROCEDURES (Subsequent Evaluations)

1. The Vice President / Dean contacts the Department Chair to notify him/her that the evaluation is to be done, and solicits a name from the Department Chair to serve as Faculty Evaluator (FE). (At College of Alameda the Vice President / Dean shall name the Faculty Evaluator.)

2. The Vice President / Dean contacts the Evaluatee and notifies him/her of the choice of the Faculty Evaluator. The Evaluatee is given the opportunity to challenge the choice, in which case a second choice for Faculty Evaluator shall be put forward.

3. The Faculty Evaluator and the Evaluatee set up a date for the Faculty Evaluator to distribute student evaluations. The Evaluatee and the Faculty Evaluator sign off to verify that this meeting took place. (Form to be developed.)

******The Dean may conduct a classroom observation at any time (outside of the evaluation procedure) with one week notice to the instructor.
4. The Faculty Evaluator administers the student evaluations using the standard District form. Procedure to follow the procedure from the Tenure Review Handbook for administering student evaluations. (See Evaluation Procedures - Initial Evaluation, #5)

5. Within two weeks of administering the student evaluations, the Faculty Evaluator shall convene the Preliminary Evaluation Meeting, at which time the Evaluatee shall receive a summary of the results of the student evaluations and the Evaluatee’s Self-Evaluation Form. At this Preliminary Evaluation Meeting, the Faculty Evaluator and the Evaluatee shall establish dates for peer observations, submission of the self-evaluation to the Faculty Evaluator, and the Summary Evaluation Meeting. The Faculty Evaluator shall notify the Vice President / Dean of the proposed timeline, and request submission of an Administrative Review Evaluation Form prior to the Summary Evaluation Meeting.

6. The Faculty Evaluator conducts peer observations of a whole class period, or at least one hour. He/she then completes the Classroom Observation Report Form.

7. The Vice President / Dean submits the Administrative Review Evaluation Form to the Faculty Evaluator prior to the Summary Evaluation Meeting.

8. The Faculty Evaluator completes the Evaluation Summary Form, and designates whether the Evaluatee is Superior, Satisfactory, Below Standards, or Unsatisfactory. In the event that the Evaluatee is either Below Standards or Unsatisfactory, the Faculty Evaluator shall notify the Vice President / Dean, and a second evaluation shall be conducted following the procedures for the initial evaluation above. The original student evaluations shall be used for this second evaluation.

9. If the Evaluatee is found to either be Superior or Satisfactory, the Summary Evaluation Meeting is held to review and discuss all evaluations with the Evaluatee. The Evaluatee reviews the Classroom Observation Report Form, the Administrative Review Evaluation Form, and the Summary Evaluation Form. The Evaluatee is given an opportunity (a minimum of one week) to respond in writing to any issues raised by the evaluation.

10. All evaluation documents, including the summary of student evaluations, the Classroom Observation Report Forms, the Administrative Review Form, the Summary Evaluation Form, and any Evaluatee response, shall be forwarded to the Vice President / Dean for inclusion in the Evaluatee’s personnel file.

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