

The following document was “endorsed as a guide for faculty in their evaluation process” by the Ohlone College Faculty Senate on September 16, 1998. It is not intended to replace or supercede any language in the UFO contract. No faculty member or administrator is bound by the recommendations in this document.

HANDBOOK OF GUIDELINES FOR FACULTY EVALUATION

August, 1998

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Section 1: PHILOSOPHY OF EDUCATION, EVALUATION, AND TENURE

EDUCATION:

As described in the mission statement for Ohlone College, our philosophy of education is to provide high quality educational services for diverse students interested in a comprehensive curriculum including transfer, occupational and enrichment courses. Excellence in teaching and learning is the heart of the College.

EVALUATION:

Our philosophy for faculty evaluation at Ohlone College encourages academic growth and excellence. It includes regular assessment of teaching or student services performance, college service and professional development. Our philosophy for faculty evaluation stresses flexibility and adaptation to individual needs.

The purpose of evaluation is:

1. To recognize outstanding performance
2. To improve satisfactory performance and further professional growth
3. To identify and document unsatisfactory performance, and assist individuals in achieving required improvement.

TENURE:

The rationale for tenure arises from the need for academic freedom, a fundamental right derived from the constitutional right to freedom of speech. The speech, writing and association of a member of the faculty should be free of interference, restriction, censorship and intimidation from any quarter. The protection of academic freedom is essential to scholarly life and to the well-being of a free and diverse society.

Tenure is a privilege that must be earned. Its purpose is to protect academic excellence. Faculty members who permanently join the Ohlone community must demonstrate ability, energy, ambition, integrity, and sensitivity to our diverse student population and staff. Ohlone College is committed to maintaining a faculty who are the best instructors, counselors, and librarians, and the finest people available.

Section 2: AAUP ETHICS STATEMENT

1987 AAUP STATEMENT ON PROFESSIONAL ETHICS

- I. Community college faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end, faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Faculty members demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.
- III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas faculty members show due respect for the opinions of others. Faculty members acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution.
- IV. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although faculty members observe the stated regulations of their institutions, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.
- V. As members of their community, faculty members have the rights and obligations of all citizens. Faculty members measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession, and to their institutions. When they speak or act as private persons they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

Section 3: GLOSSARY OF TERMS

AAUP	American Association of University Professors – an organization “dedicated to the defense of academic freedom & tenure and to the promotion of sound academic standards and due process.”
Adjunct Faculty	Faculty who receive a contract on a semester-by-semester basis
Contract Faculty	Faculty who have not yet been awarded tenure, but are on a tenure track
Deadline to Withdraw with a W	In any given semester, the specific date (as set by the college) past which the student must receive a grade in the course.
Peer Evaluation Process	The specific method (e.g., classroom observations) chosen by the Peer Group to be used in Peer Evaluations
Peer Group	Three- to five-person committee of Permanent Faculty members (and possibly one Contract Faculty member) formed for Peer Evaluations
Permanent Faculty	Faculty who have been awarded tenure

Section 4: GENERAL GUIDELINES

These guidelines respond to the 1987 AAUP Ethics Statement which says that community college faculty will practice intellectual honesty, encourage the free pursuit of learning, respect and defend the free inquiry of associates, respect the opinions of others, and share responsibility for the governance of their institution. It underlines the premise that faculty members will seek above all to be effective teachers and scholars.

The following guidelines regarding revisions to this handbook will be followed:

In the event changes are needed in this policy, revisions will be proposed and approved by the Faculty Senate and the United Faculty of Ohlone. If there is disagreement, this policy will remain in effect until changes can be decided by majority ballot of the faculty.

The following guidelines regarding evaluation procedures will be followed:

1. Criteria exclusive of teaching and student contact, college service, and professional development shall not be used in the evaluation process unless such exceptional criteria have been discussed with and agreed upon by the faculty member.
2. Information obtained through the use of videotape or other recording devices shall be used only with the permission of the faculty member.
3. No anonymous letters or material (with the exception of designated Student Evaluation forms) shall be used in the evaluation process in any form, nor shall the evaluation be based upon information unrelated to the faculty member's performance as specified above.
4. The private life of a faculty member, including religious, political, and organizational affiliations, or sexual preference, shall not be a part of the faculty member's evaluation and tenure review process.

Each individual will undergo an evaluation according to the following status and frequency [Contract 13.2.1]:

1. Permanent faculty will be evaluated at least once every three years. The evaluation process will include Peer Evaluations, a Self-Evaluation, Student Evaluations, and possibly an Administrative Observation.
2. Contract faculty will be evaluated at least once in each academic year, normally during the Fall Semester. The third year process may be waived by the Vice President with the recommendation of the faculty member's second year Peer Group. The evaluation process will include Peer Evaluations, a Self-Evaluation, Student Evaluations, and an Administrative Observation.
3. Adjunct faculty will be evaluated within the first year and thereafter at least every six (not necessarily consecutive) semesters of service. The evaluation process will include Student Evaluations and a Classroom Observation (by either the Division Dean or by a faculty member appointed by the Dean).

This evaluation process concludes with a written summary prepared by the appropriate Division Dean, followed by a meeting between the Dean and the faculty member.

Section 5: PEER EVALUATIONS

The evaluation process for all Permanent and Contract Faculty will include Peer Evaluations. This process will assist faculty members in examining their objectives, techniques and accomplishments. The process will also enable faculty members to concurrently and mutually develop and define individual professional goals and to seek and consider alternative solutions. [Contract 13.6]

The Peer Evaluation process will be conducted as follows:

1. At the beginning of the semester, Division Deans (with the help of the Instruction Office) will distribute lists of Permanent and Contract faculty members who will be evaluated during that semester.
2. With the assistance of the Division Dean, as necessary, faculty members will form Peer Groups.
 - Each Peer Group will consist of 3 to 5 faculty members, preferably from the same discipline or division. Faculty members from more than one division who want to form a Peer Group need the approval of the appropriate Division Deans.
 - No Peer Group will have more than one Contract Faculty member without the approval of the appropriate Division Dean.
3. Within the first two months of the semester, the Peer Group will meet and discuss the method they want to use for the Peer Evaluation Process. Possible methods include:
 - In-class classroom observations
 - Videotaped classroom observations
 - Presentations of sample lectures
 - Exchange and review of instructional materials
 - Exchange and review of materials from Instructional Skills Workshops
4. During the third month of the semester, the Peer Group will carry out the Peer Evaluation Process they selected, and meet to discuss their observations. As part of this discussion, the Peer Group will:
 - discuss each faculty member's objectives and goals.
 - exchange ideas and feedback on how these objectives and goals might best be reached, including recognition of how they are currently being reached.
 - focus exclusively on areas included in the Peer Review Criteria listed in Section 10 of this handbook.
5. For each faculty member, one written summary will be submitted. The summary, written by the other faculty members in the Peer Group, will be completed using either of the two forms shown in Section 11. (These forms can be obtained from the Division Dean's office or from the Instruction Office.)
 - Regardless of the form used, the summary should include an explanation of the Peer Evaluation Process, a description of the faculty member's strengths, and suggestions for improvement.
 - The summary for 2nd-year Contract Faculty should include a statement indicating whether or not the Peer Group recommends waiving the third year evaluation.
 - All of the summaries for the group will be submitted to the appropriate Division Dean at least 3 weeks prior to the end of the semester.

Section 6: SELF-EVALUATIONS

The evaluation process for all Permanent and Contract Faculty will include Self-Evaluations. This process will assist the faculty member in examining his/her objectives and techniques, and will cause him/her to be more aware of what he/she is doing. It will also provide others with an understanding of the faculty member and allow the Division Dean to take into consideration the faculty member's statement of what it is he/she is doing. [Contract 13.4]

The Self-Evaluation includes a review of present strengths and weaknesses, professional growth, involvement in the educational community, comments on interaction with students, and a detailed analysis of some aspect of the faculty member's assignment.

For first-year Contract Faculty:

- Before beginning this part of the evaluation process, the faculty member should discuss the Self-Evaluation with the Division Dean and/or a mentor.
- It would be helpful to the first-year Contract Faculty member if the Division Dean and/or mentor could provide a sample first-year Self-Evaluation for review.
- The Self-Evaluation should be submitted to the Division Dean at least 3 weeks prior to the end of the semester.

For all other Contract Faculty and Permanent Faculty:

- The current Self-Evaluation should be used to additionally reflect on goals outlined in past Self-Evaluations.
- The Self-Evaluation should be submitted to the Division Dean at least 6 weeks prior to the end of the semester.

Suggestions for the structure and content of the Self-Evaluation are given below. [Contract Appendix G]

1. Describe your present strengths as a teacher. For example:
 - Do you have a command of the subject? Contrast various points of view?
 - Do you keep current in your field(s)? Related topics to other areas of knowledge?
 - Make yourself clear? Summarize major points? Present material in an organized way? Provide emphasis?
 - Are you sensitive to the response of the class? Do you encourage student participation? Welcome questions and discussion?
 - Do you enjoy teaching? Are you enthusiastic about your subject? Do you make the course exciting? Do you have self-confidence?
2. Describe your professional growth. For example:
 - What are your goals and aspirations as a staff member of this college?
 - What specifically have you recently done, are you doing, or are you planning to do to increase your effectiveness as a staff member of this college?
 - What specific objectives do you have for the coming year(s)? How successfully have you met your previous evaluation's objectives?

3. Describe your professional and community contributions. For example:
 - What contributions have you made to educational policies, methods, and curriculum? These could include committee work, faculty organizations, educational and professional organizations, legislation concerning education, curriculum development, innovative methods, and writing.
 - What contributions have you made to the non-college community? (Some faculty members feel that what they do in the community has enhanced their effectiveness and is an important part of any self-evaluation.) These could include political campaigns, service organizations, ecology groups, and cultural organizations.
4. Describe your interactions with the college community. For example:
 - How would you characterize your interaction with students?
 - How would you characterize your interaction with administrators, staff, and other faculty members?
5. Describe your goals and methods for one course that you taught in one particular semester since your most recent Self-Evaluation. (First-year Contract Faculty should choose a course in progress.) For example:
 - What did (do) you want your students to know at the completion of the course?
 - How did (do) you want your students' attitudes to be enlarged by the course?
 - What methods did you use (are you using) to accomplish these goals?
 - What procedures did you use (are you using) to measure the attainment of the goals?

Section 7: STUDENT EVALUATIONS

The evaluation process for all faculty will include Student Evaluations. This process will assist faculty members in examining how well they are fulfilling their objectives and techniques. [Contract 13.5]

The Division Dean will distribute the packets of Student Evaluation forms to each faculty member being evaluated during the given semester (one packet for each class taught that semester).

The faculty member is free to choose the particular class session during which the Student Evaluations will be administered (with the restriction that the Student Evaluations should be completed prior to the “Deadline to Withdraw with a W”). The actual forms will be distributed and collected by a student in the class in such a way that the faculty member will not see the evaluations and will not influence the students’ responses. The student who collects the forms will then hand-deliver them to the appropriate Division Dean’s office. (For classes held during hours that the Division office is closed, the envelope of evaluation forms should be sealed, signed by the student, and delivered to the Division Dean’s mailbox in the mailroom.)

The completed Student Evaluation forms will not be released to the faculty member until after all grades have been submitted. The Division Dean will complete a summary of the Student Evaluation results prior to the end of the semester – this summary can be shared with the faculty member before grades have been submitted.

After the end of the semester (after grades have been submitted), the Student Evaluations forms themselves will be made available to the faculty member. Copies of these forms will be kept with the overall evaluation summary completed by the Division Dean.

Section 8: ADMINISTRATIVE EVALUATIONS

The evaluation process for all faculty will include some form of Administrative Evaluation.

For Adjunct Faculty:

- As stated in Section 4, Adjunct Faculty will be evaluated within the first year and at least every six semesters thereafter.
- Sometime between the 4th and 8th weeks of an evaluation semester, there will be at least one classroom observation of the faculty member conducted either by the Division Dean or by a Permanent Faculty member (appointed by the Division Dean) in the same department. The specific timing of the classroom observation will be coordinated with the faculty member to prevent conflicts with exams, etc.
- A written summary of the classroom observation(s) will be completed as soon as possible and shared with the faculty member.
- The written summary, along with the results from the Student Evaluations, will be included in an overall summary prepared by the Division Dean.
- By the end of the semester, the Division Dean will meet with the faculty member to discuss the overall evaluation.

For Contract Faculty:

- As stated in Section 4, Contract Faculty will be evaluated at least once in each academic year (with the third year possibly waived).
- Sometime between the 8th and 12th weeks of an evaluation semester, there will be at least one classroom observation of the faculty member conducted by the Division Dean. The specific timing of the classroom observation will be coordinated with the faculty member to prevent conflicts with exams, etc.
- A written summary of the classroom observation(s) will be completed and will be included (along with the results from the Peer Evaluations, Student Evaluations, and Self-Evaluation) in an overall summary prepared by the Division Dean.
- By the end of the semester, the Division Dean will meet with the faculty member to discuss the overall evaluation.

For Permanent Faculty:

- As stated in Section 4, Permanent Faculty will be evaluated at least once every three years.
- A classroom observation will be conducted by the Division Dean if desired by the faculty member or the Division Dean. The specific timing of the classroom observation will be coordinated with the faculty member to prevent conflicts with exams, etc.
- The results from the Peer Evaluations, Student Evaluations, and Self-Evaluation, along with any classroom observation conducted by the Division Dean, will be included in an overall summary prepared by the Division Dean.
- By the end of the semester, the Division Dean will meet with the faculty member to discuss the overall evaluation.

After the evaluation semester is completed, each faculty member will have access to any part of his/her evaluation materials, including Peer Evaluation summaries, Student Evaluation forms, and Administrative summaries.

Section 9: GENERAL TIMELINE

The following table shows the general timeline for the entire evaluation process. Specific timelines in any particular year shall be created by the Instruction Office, in conjunction with appropriate Division Deans. [Contract 13.3]

FALL SEMESTER EVALUATIONS

August	<ol style="list-style-type: none">1. Division Deans distribute lists of Permanent and Contract Faculty who will be evaluated during this semester.2. Division Deans meet with new Contract Faculty to clarify evaluation procedures.
September	<ol style="list-style-type: none">1. Faculty members form their Peer Groups and inform appropriate Division Deans.2. Peer Groups meet and decide upon the Peer Evaluation Process to be used.3. Division Dean or appointed Permanent Faculty member conducts classroom observation of Adjunct Faculty
October	<ol style="list-style-type: none">1. Peer Groups carry out their Peer Evaluation Process and meet for discussion.2. Division Deans distribute Student Evaluation forms to faculty members.3. Division Dean conducts classroom observation of Contract Faculty
November	<ol style="list-style-type: none">1. Faculty members administer Student Evaluations.2. Peer Groups complete summaries for each faculty member and submit to appropriate Division Dean.3. Faculty members submit Self-Evaluations to appropriate Division Dean.
December	<ol style="list-style-type: none">1. Division Deans complete an administrative summary for each faculty member, and forward to that faculty member.2. Faculty members meet with appropriate Division Dean to discuss the evaluation.

SPRING SEMESTER EVALUATIONS

January	<ol style="list-style-type: none">1. Division Deans distribute lists of Permanent and Contract Faculty who will be evaluated during this semester.2. Division Deans meet with new Contract Faculty to clarify evaluation procedures.
February	<ol style="list-style-type: none">1. Faculty members form their Peer Groups and inform appropriate Division Deans.2. Peer Groups meet and decide upon the Peer Evaluation Process to be used.3. Division Dean or appointed Permanent Faculty member conducts classroom observation of Adjunct Faculty
March	<ol style="list-style-type: none">1. Peer Groups carry out their Peer Evaluation Process and meet for discussion.2. Division Deans distribute Student Evaluation forms to faculty members.3. Division Dean conducts classroom observation of (new) Contract Faculty
April	<ol style="list-style-type: none">1. Faculty members administer Student Evaluations.2. Peer Groups complete summaries for each faculty member and submit to appropriate Division Dean.3. Faculty members submit Self-Evaluations to appropriate Division Dean.
May	<ol style="list-style-type: none">1. Division Deans complete an administrative summary for each faculty member, and forward to that faculty member.2. Faculty members meet with appropriate Division Dean to discuss the evaluation.

Section 10: PEER REVIEW CRITERIA FOR FACULTY

I. Student Contact

A. Classroom Teaching, Student Services, or Counseling

1. Currency and depth of knowledge of teaching field or primary field
2. Objectives clearly stated and achieved
3. Student contact hours held as scheduled (as appropriate)
 - a. Classroom meetings
 - b. Office hours/scheduled appointments
 - c. Lab hours
 - d. Consultation/student assistance
4. Proficiency in written and oral English enabling clear, effective communication with students and colleagues
5. Use of appropriate methods and materials:
 - a. Challenging to the students
 - b. Suitable to the subject matter
 - c. Consistent with departmental practices
 - d. Sensitivity to and respect for individual differences
 - e. Course content consistent with approved course outline
6. Attention to effective organizational skills in the classroom

B. Respect for student

1. Patience, fairness, and promptness in the evaluation and discussion of student work
2. Sensitivity and responsiveness to the needs of individual students and their special circumstances
3. Sensitivity to the diverse ways students learn
4. Act towards the students in accordance with the ethics of the profession

II. College Service

A. Necessary administrative paperwork processed in a timely, accurate and appropriate manner

B. Behavior with respect to co-workers

1. Recognize the opinions of others
2. Acknowledge and defend the free inquiry of others
3. Strive to be objective in the professional judgment of others
4. Act towards co-workers in accordance with the ethics of the profession
5. Work in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty, administration, classified employees, and student employees

C. Participation

1. College governance process
2. College-wide activities, committees, assigned duties
3. Department activities, committees, assigned duties
4. Accreditation activities

III. Staff Development

A. Required

1. Participate in self-initiated, professional activities such as workshops, seminars, professional meetings
2. Develop and revise curriculum

B. Commendable Contributions

1. Publications
2. Conference participation and presentations
3. Artistic exhibits
4. Classroom research
5. Relevant community involvement
6. Grant procurement
7. Student Club advisor
8. Academic Advising
9. Special Project Students
10. Regional and/or State-wide leadership activities

Section 11: PEER EVALUATION FORMS

All Peer Evaluation summaries will be written using either one of the two forms shown on the following pages. Copies of these forms can be obtained from the Division Dean's office or from the Instruction Office.

II. Specific Strengths

Please comment on the specific areas and abilities in which the faculty member excels.

III. Suggestions for Improvement

Please indicate specific areas on which the faculty member could focus his/her attention in the coming semester(s).

IV. Overall Summary of Performance

For Contract Faculty only: Recommend waiving the third year evaluation process?

Yes No

Signatures: _____

Date: _____

Date: _____

OHLONE COLLEGE
PEER EVALUATION SUMMARY FORM B

Faculty member evaluated: _____ [] Contract Faculty
[] Permanent Faculty

Summary prepared by: _____ Date: _____

Other Peer Group member(s): _____

<p>Rating Scale: 1 = Below standards/consultation needed 2 = Average - acceptable standards 3 = Commendable - exceeds standards 4 = Excellent</p>	<p>NA = Not Applicable NO = Not Observed</p>
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Using the above rating scale, circle the appropriate rating.

I. STUDENT CONTACT

1. Displays mastery of subject matter	1	2	3	4	NA	NO
2. Uses current subject matter	1	2	3	4	NA	NO
3. Meets instructional objectives of curricula	1	2	3	4	NA	NO
4. Plans/organizes presentation	1	2	3	4	NA	NO
5. Uses a variety of techniques; lecture, demonstration, video, discussion	1	2	3	4	NA	NO
6. Uses examples to clarify concepts	1	2	3	4	NA	NO
7. Includes relevant material/activities	1	2	3	4	NA	NO
8. Uses time efficiently	1	2	3	4	NA	NO
9. Is skilled in use of instructional equipment	1	2	3	4	NA	NO
10. Enforces appropriate classroom behavior	1	2	3	4	NA	NO
11. Has good eye contact	1	2	3	4	NA	NO
12. Is perceptive and responsive to class dynamics	1	2	3	4	NA	NO
13. Demonstrates vitality/enthusiasm	1	2	3	4	NA	NO
14. Uses voice effectively	1	2	3	4	NA	NO
15. Generates interest/elicits participation	1	2	3	4	NA	NO
16. Moves smoothly from topic to topic	1	2	3	4	NA	NO
17. Promotes a climate of mutual respect	1	2	3	4	NA	NO
18. Encourages open exchange of ideas	1	2	3	4	NA	NO
19. Encourages critical thinking & analysis	1	2	3	4	NA	NO
20. Shows sensitivity to needs/interests of a diverse group of students, i.e. age, cultural, working, etc.	1	2	3	4	NA	NO

OTHER:

21a. _____	1	2	3	4		
21b. _____	1	2	3	4		

II. COLLEGE SERVICE

22. Shares effective techniques & materials	1	2	3	4	NA	NO
23. Respects coworkers	1	2	3	4	NA	NO
24. Service/college wide activities	1	2	3	4	NA	NO
OTHER:						
25a. _____			1	2	3	4
25b. _____			1	2	3	4

III. STAFF DEVELOPMENT

26. Self-initiated activities such as seminars, workshops, professional meetings	1	2	3	4	NA	NO
27. Curriculum development and revision	1	2	3	4	NA	NO
28. Commendable contributions such as publications, public speaking, art exhibits, classroom research, community involvement, grant procurement	1	2	3	4	NA	NO
OTHER:						
29a. _____			1	2	3	4
29b. _____			1	2	3	4

SPECIFIC COMMENTS: Use the following space (and additional sheets, if desired) to elaborate on any of the items 1 through 29 from above:

OVERALL SUMMARY OF PERFORMANCE:

For Contract Faculty only: Recommend waiving the third year evaluation process?
 Yes No

Signatures: _____ Date: _____
 _____ Date: _____