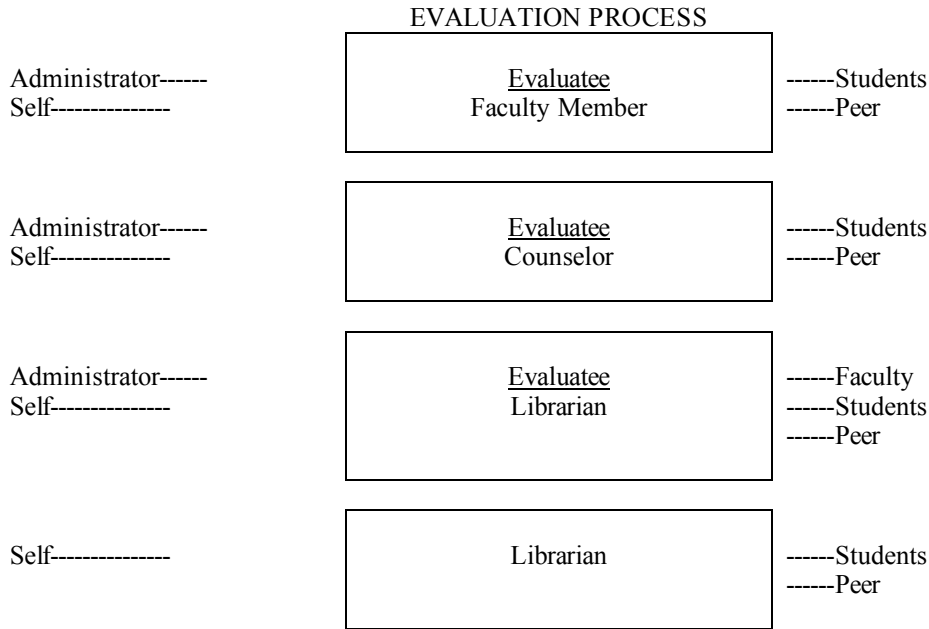


UFO CONTRACT, ARTICLE XIII

EVALUATION POLICY AND PROCEDURE

13.1 Evaluation Policy and Procedure for Faculty Personnel

The illustration below describes the overall evaluation project at Ohlone College. Note that there are three subjects (or evaluatees) of evaluation: 1) teaching faculty, 2) counselors, and 3) librarians. The sources of information or comments will be from self-review, students, peer, and administrative-review. When an evaluation is needed for a particular staff member, information will, therefore, be available from these four sources.



13.2 General Guidelines

- 13.2.1 Faculty members undergo an evaluation according to the following status and frequency:
 - a. Regular faculty at least once every three years.
 - b. Contract faculty 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 Peer Evaluation Committee.
 - c. Adjunct faculty within the first year and thereafter at least every six semesters (including non-continuous service).
- 13.2.2 The faculty member will discuss a method of peer evaluation with his/her manager and the peer evaluation and review methods for his/her self-evaluation in compliance with College-wide guidelines.
- 13.2.3 The faculty member shall participate in self, peer, administrative, and student evaluation.
- 13.2.4 The faculty member may file a grievance for violation of procedures only (not evaluation substance). No peer, student, or self-evaluation procedure or substance may be the subject of a grievance.
- 13.2.5 Faculty members shall serve on the Peer Evaluation Committee at least once every three years after the achievement of tenure.

13.2.6 Peer Evaluation Committee - See 13.6.C.

13.2.7 Peer Evaluation Committee - (Adjunct Faculty only) Will consist of one (1) faculty member in the department or related area and will be selected by the administrator with every attempt to have the peer evaluator agreed upon mutually.

13.3 General Timeline: Specific time lines in any particular year shall be created by the Instruction Office.

FIRST SEMESTER EVALUATIONS

August/ Sept	Instruction/Student Service Office prepares and Distributes list of faculty participating in evaluation; Peer Evaluation Committee meets, chairperson elected
Sept./ October	Orientation of all faculty for Peer Review; Selection of Evaluation Process Peer Visitation/Video/ISW begins; Self-Evaluation submitted
November	Student evaluations completed (instructors and librarians) Peer Evaluation Committee meets and evaluations completed; evaluation summary and materials forwarded to appropriate Division Director
December	Appropriate Division Director meets with faculty member regarding evaluation

SECOND SEMESTER EVALUATIONS

January	Instruction/Student Services Office prepares and distributes list of faculty participating in evaluation; Peer Evaluation Committee meets, chairperson elected; Student evaluations completed (counselors)
February	Orientation of all faculty for Peer Review; Selection of Evaluation Process
March	Peer Visitation/Video/ISW begins; Self-Evaluation submitted
April	Student evaluation completed (instructors) Peer evaluation completed; Peer Evaluation Committee meets; Evaluation summary and materials forwarded to appropriate Division Director
May	Appropriate Division Director meets with faculty member regarding evaluation

13.4 The Self-Evaluation Process (Required)

A. Purpose: This process will assist the staff member in examining his/her objectives, premises, techniques and will cause her/him to be more aware of what he/she is doing. It will also provide others with an understanding of the staff member and allow the evaluator to take into consideration the evaluatee's statement of what it is he/she is doing. Finally, in cases where an inquiry or question of performance arises, the individual self-evaluation portfolio will provide the reader with significant information about the quality of aspirations and achievement of the evaluatee.

B. Individuals Involved: The evaluatee.

C. Procedures:

1. A self-evaluation is required in every evaluation cycle. According to established timeline,

each staff member being evaluated will prepare a self-evaluation. The self-evaluation includes a review of present strengths and weaknesses, professional growth, involvement in the educational community, comments on inter-action with students, and a detailed analysis of some aspect of the evaluatee's assignment (See Appendix H: items #1-5, Self-Evaluation Form, Sections 3.9.3.6.1, 3.9.3.6.2, 3.9.3.6.3).

2. This self-evaluation portfolio will be filed with the Personnel Office of the College in a central location for access by only those College personnel who need to inquire to prepare for some other evaluation process or for a general review of the evaluatee. The most recent self-evaluations will be maintained in this file and the previous selfevaluation(s) will be returned to the evaluatee.
3. In case some question arises about the performance of a faculty member, those individuals responsible for conducting a general review will be able to examine the self-evaluation portfolio submitted by that particular employee.

13.5 The Student Evaluation Process (Required)

- A. Purpose: The process will assist staff members in examining how well they are fulfilling their objectives, premises, and techniques. The process will also enable staff members or evaluators in comparing the evaluatee's statements of what they are doing with the students' assessment of what is being accomplished. Finally, in cases where an inquiry or question of performance arises, the student evaluations will provide the evaluator with significant information about the actual performance of the evaluatee.
- B. Individuals Involved:
 1. For Teaching Faculty--all students in one semester, or from students in each different course taught in a year before the end of the fall semester of the year the instructor is to be evaluated.
 2. For Counselors--self-programming students as well as those students assigned to a counselor.
 3. For Librarians--all students who wish.
- C. Procedures:
 1. Teaching Faculty--During the semester the instructor is evaluated, a student will distribute the forms to all of the teacher's classes according to the timeline. The student is to administer the evaluation by distributing forms, reading instructions attached to the packet, collecting the completed forms, counting them, and sealing the packet. The student will indicate on a sheet provided, the course, instructor, number of forms in the packet, number of forms completed, date completed, and sign the appropriate place. Then the student will deliver the sealed envelope to an administrator as designated. After the instructor has submitted all the grades for the semester, she/he will open the sealed envelope in front of the appropriate administrator or his/her designate and obtain copies of the student evaluations. If the instructor chooses, the administrator or her/his designate may separate the forms and forward the appropriate copies. A copy of the student evaluation will be placed in the file.
 2. Counselors--Forms will be distributed prior to spring semester registration to all continuing day students in their registration materials packets. After students have completed the forms, they will be deposited in a closed box at the registration table. A secretary will separate the forms by counselor and place them in an envelope and seal the envelope. At the end of the evaluation period, the Administrator will open the sealed envelopes in front of the counselor and the counselor shall take her/his copy. If the counselor chooses, the administrator or her/his designate may separate the forms and forward the appropriate copies. A copy of the student evaluation will be placed in the file. Student evaluations over four (4) years old will be removed from the file and given to the

counselor.

3. Librarians--Forms will be available to the library according to the timeline. After students have completed the forms, they will be deposited in a closed box at the circulation desk. A secretary will separate the forms by library and place them in an envelope and seal the envelope. At the end of the evaluation period the Administrator will open the sealed envelopes in front of the librarian and the librarian shall take his/her copy. If the librarian chooses, the Administrator or his/her designate may separate the forms and forward the appropriate copies. A copy of the student evaluation will be placed in the file. Student evaluations over four (4) years old will be removed from the file and given to the librarian.

13.6 The Peer Evaluation Process (Required)

- A. Purpose: The process will assist staff members in examining their objectives, techniques, and accomplishments. The process will also enable staff members to concurrently and mutually develop and define individual professional goals and to seek and consider alternative solutions. Finally, in cases where an inquiry or question of performance arises, the peer group evaluation portfolio will provide the reader with significant information about the quality of aspirations and achievement of the evaluatee.
- B. Individuals Involved: All faculty.
- C. Procedures: A faculty member may request a peer group evaluation. The composition of the group shall be peers within or outside the faculty member's discipline. Administrators have the option to request a peer group evaluation. The members of the group will be selected by the administrator with every attempt to have the group agreed upon mutually.

Peer groups will develop their own method(s) of evaluating each participant. In the implementation of the peer process, no faculty member will be required to reveal any information, including any of that gathered in any phase of the evaluation process, other than that which he or she so desires. In order to obtain the optimum benefit of the peer group, members should share the self-evaluations and student evaluations with other members of the peer group. To ease the task of the examination of the student evaluations, it is suggested that each member of the group submit a summary of the information gleaned from the student evaluations to colleagues in the peer group. Among the methods from which the peer groups select are:

1. Observing instructors' classes
2. Video tapes
3. Review of instructional materials
4. Discussion of objectives and goals
5. (ISW) Instructional Skills Workshop
6. Examination of professional contributions to the educational community. Individuals who feel that there are significant problems in their peer groups can appeal to the appropriate Administrator.

Peer groups are to submit to the appropriate Administrator a summary according to the timeline, on each individual in the group. Summaries are to be in narrative form. Summaries should describe the method(s) used for the evaluation, the type of interaction taking place in the peer group, and alternate courses of action taken to reach each individual's professional goals.

Only the most recent peer evaluations will be maintained in the file. After four (4) years, peer evaluations will be given to the evaluatee.

13.7 The Administrative Evaluation Process (Required)

- A. Purpose: The process will assist staff members in examining their objectives, premises, techniques and should enable them to be more aware of their accomplishments. The administrator after examining the self-evaluation, student evaluation, peer evaluation, and classroom evaluations when applicable, will have the opportunity to guide and direct the evaluatee.
- B. Individuals Involved: All faculty.
- C. Procedures: The appropriate administrator will meet, with the faculty members to discuss the self-evaluations, student evaluations, peer evaluations, and classroom evaluations when applicable.

If the administrator would like to observe the faculty member in the performance of duties, he/she may. If the faculty member would like the administrator to observe him/her in the performance of duties, he/she may do so.

The appropriate administrator will meet with the faculty member during the evaluation year to discuss his/her self-evaluation, student evaluations, peer evaluations, and classroom evaluations when applicable.

The appropriate administrator will prepare a written summarization of the results of the discussion with the faculty member. Both the administrator and the faculty member will sign the written summarization. It is understood the faculty member's signature means that he/she has read the statement. If the faculty person disagrees with the written summary, he/she will so indicate on the written summary stating those areas of disagreement. One copy of the signed summarization will be given to the faculty member, and one copy will be placed in the central file.

Administrative evaluations will be maintained in the file for eight (8) years and then returned to the evaluatee.