Appendix I

ACCREDITATION FOLLOW-UP REPORT – GOVERNANCE REVIEW PROCESS AND TIMELINE

The Accreditation Follow-Up report will follow the general process and timeline outlined below. The Accreditation Oversight Committee (AOC) will make a formal recommendation to the College Governance Council (CGC) to approve the report. The CGC will subsequently make a recommendation to the President, based on the input of their constituent groups. The Board of Trustees will formally approve the Follow-Up Report at its October 8th meeting before submission to the ACCJC on or before October 15th.

Committee/Group	Date	Contact
ASSC Governing Council	TBD	Nicole Harris, President, nharris15@my.smccd.edu
Classified Senate	TBD	Alana Utsumi, Classified Senate President, utsumia@smccd.edu
Academic Senate	TBD	Kate Brown, Academic Senate President, brownek@smccd.edu
Accreditation Oversight Committee (AOC)	September 22, 2014	Aaron McVean, Dean, PRIE – ALO, mcveana@smccd.edu
College Governance Council (CGC)	September 24, 2014	Regina Stanback Stroud, President, stroudr@smccd.edu
Strategic Planning and Resource Allocation Committee (SPRAC)	September 25, 2014	Aaron McVean, Dean, PRIE – ALO, mcveana@smccd.edu
Board of Trustees (BOT)	October 8, 2014 (October 1 submission deadline)	Regina Stanback Stroud, President, stroudr@smccd.edu
ACCJC	Submit on or before October 15, 2014	Aaron McVean, Dean, PRIE – ALO, mcveana@smccd.edu

Follow Up Report

Submitted by:

Skyline College

San Mateo Community College District

3300 College Dr.

San Bruno, CA 94066

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Submitted October 15, 2014

Follow-Up Report

To: Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Dr. Regina Stanback Stroud

From: _____

(Chief Executive Officer)

Skyline College

_____

(Institution)

3300 College Dr., San Bruno, CA 94066

_____

(Address)

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures: _____

(President, SMCCD Board of Trustees)   (Date)

_____

(Chancellor, SMCCD)   (Date)

_____

(Regina Stanback Stroud, President, Skyline College)   (Date)

_____

(President, Academic Senate)   (Date)

_____

(President, Classified Senate)   (Date)

_____

(President, Associated Students of Skyline College)   (Date)

_____

(Aaron D. McVean, Accreditation Liaison Officer)   (Date)

TABLE OF CONTENTS

The preparation of the Skyline College Follow Up Report began immediately. At the time of the site visit, the Visiting Team found that one of the five instructional divisions of the college had not been adhering to published policy. This issue was immediately addressed and resolved. The Vice President of Instruction worked with the Division Deans to ensure that all adjunct faculty were place into a regular schedule of evaluations, published for each Division and assigned as appropriate.

The Follow Up Report outlines the results of these efforts below and provides appropriate evidence. The report itself was vetted through the Skyline College governance process. The report was reviewed by the President's Cabinet, recommended for approval by the Accreditation Oversight Committee (AOC), the Strategic Planning and Allocation of Resources Committee (SPARC), and ultimately the College Governance Council (CGC), before being adopted by the Board of Trustees on October 8, 2014.

RESPONSE TO THE COMMISSION ACTION LETTER

From the Commission Action Letter dated February 7, 2014:

> **College Recommendation 1**
> In order to meet the Standard and ensure quality instruction, the team recommends that the College adhere to its systematic and regularly scheduled process of performance evaluations for all adjunct faculty members (Standard III.A.1.b).

Response

In accordance with District policy adjunct faculty are evaluated in the first semester of service. Subsequently, adjunct faculty will be evaluated at least once every six (6) semesters and the evaluation will be completed by the end of the semester in which it is begun. The Division Dean facilitates and the Vice President of Instruction Office monitors the adjunct faculty evaluations to assure compliance with the District policy and procedures. The adjunct faculty will receive a peer evaluation by a tenured faculty and an evaluation from the Division Dean. With the peer evaluator, the Division Dean will then forward the joint evaluation recommendation to the Vice President of Instruction. At the beginning of each Fall and Spring semester, the Division Dean will provide an updated "Part-Time Faculty Evaluation Tracking" spreadsheet to the Office of the Vice President of Instruction. The tracking spreadsheet will provide information on which adjunct faculty have completed their evaluation or will be evaluated at the end of each semester. This tracking spreadsheet will assist the Division Deans to be in compliance with the evaluation timelines. (Evidence – 1.1, 1.2)

Immediately following the Fall 2013 visit when the deficiency was noted, Skyline College immediately addressed the issue by making current all adjunct evaluations and putting a procedure in place to ensure a systematic and regularly scheduled process of performance evaluations moving forward. By the end of the fall 2013 semester, the divisions completed the evaluations at the following rates: (The schedules

are attached for your reference). (1) BEPP – 96% (2) LA/LR – 91%; (3) KAD – 100% (4) SMT – 100% and (5) SS/CA – 70% --totaling an average of 91.4% completion of evaluations by the end of the fall 2013 semester as scheduled. Additionally, full compliance was reached by the end of the spring 2014 semester and has been maintained in the subsequent semesters and the process for these evaluations is now part of the Instruction Office operations. (Evidence – 1.2, 1.3, 1.4, 1.5)

Conclusion
Skyline College has fully addressed the noted deficiency and meets the Standard III.A.1.b.

APPENDICES

1.1 – Part-Time Faculty Evaluation Tracking – EXAMPLES
1.2 – Adjunct Faculty Evaluation Process
1.3 – Faculty Evaluation Form
1.4 – Evaluation Summary Form
1.5 – Faculty Evaluation Procedures

APPENDIX A – EVIDENCE

Part-Time Faculty Evaluations Tracking Sheet
Division: Kinesiology/Athletics/Dance

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
(gold)	Taught this Semester
(red)	To be evaluated this Semester
(blue)	Evaluation Review Complete
(hatched)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14
Department: Basketball													
Harris, Eddy	Fall 07	Spring 17	Y	Spring 14	Taught	Eval Complete	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught
Watters, Christopher	Fall 12	Fall 15	Y	Fall 12	Did not teach	Did not teach	Did not teach	Did not teach	Eval Complete	Taught	Taught	Taught	Taught
Department: Dance													
Cushway, Diana	Fall 06	Spring 17	Y	Spring 14	Taught	Eval Complete	Taught	Taught	Taught	Taught	Taught	Eval Complete	Did not teach
Delmar, Kenneth	Spring 2006	Spring 17	Y	Spring 14	Taught	Eval Complete	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught
Moberg, Eric	Fall 2001	Spring 15	Y	Spring 11	Taught	Eval Complete	Taught	Taught	Taught	Taught	Taught	Did not teach	Did not teach
Santos, Ercilia	Fall 1997	Spring 15	Y	Spring 11	Taught	Eval Complete	Taught	Taught	Taught	Taught	Taught	Did not teach	Did not teach
You, Kaiwen	Fall 2006	Spring 16	Y	Spring 13	Taught	Taught	Taught	Taught	Taught	Eval Complete	Did not teach	Did not teach	Did not teach
Department: Fitness													
Cho, David	Spring 2013	Spring 17	Y	Spring 14	Did not teach	Did not teach	Did not teach	Did not teach	Did not teach	Eval Complete	To be evaluated	Eval Complete	Taught
Diaz, Sunny	Fall 2006	Spring 16	Y	Spring 13	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught	Taught	Taught
Roby, Diane	Fall 2002	Spring 16	Y	Spring 13	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught	Taught	Taught
Simmers, Kevin	Spring 1996	Spring 17	Y	Spring 14	Taught	Eval Complete	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught
Department: Kinesiology/Athletics													
Hahn, Andrea	Fall 2014	Fall 2014		Fall 2014	Did not teach	Did not teach	Did not teach	Did not teach	Did not teach	Did not teach	Did not teach	Did not teach	To be evaluated
Marquez, Rachelle	Fall 2005	Spring 17	Y	Spring 14	Taught	Eval Complete	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught
Silken, Joanne	Fall 2002	Spring 17	Y	Spring 14	Taught	Taught	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught
Larson, Eric	Spring 2005	Spring 16	Y	Spring 13	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught	Taught	Taught
Department: Soccer													
Link, Danny	Fall 2001	Spring 17	Y	Spring 14	Taught	Eval Complete	Taught	Taught	Taught	Taught	Taught	Eval Complete	Taught
Department: Volleyball													
Salahuddin, Rayannah	Fall 2006	Spring 17	Y	Spring 14	Eval Complete	Taught	Taught	Taught	Taught	Did not teach	Taught	Eval Complete	Taught
Department: Wrestling													

Part-Time Faculty Evaluations Tracking Sheet
Division: Kinesiology/Athletics/Dance

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▨	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14
Haddon, James	Fall 2001	Spring 16	Y	Spring 13	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	🟧

Part-Time Faculty Evaluations Tracking Sheet
Division: Business

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
[orange]	Taught this Semester
[red]	To be evaluated this Semester
[blue]	Evaluation Review Complete
[hatched]	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Comments
Department: Accounting														
Bruening, William	Fall 1979	Spring 17	Yes	Spring 14	taught	taught	taught	taught	eval	taught	taught	eval	taught	
Claire, Richard	Fall 2011	Spring 17	Yes	Spring 14	no teach	no teach	taught	eval	taught	taught	taught	eval	taught	
Miller, John	Spring 2008	Fall 16	Yes	Fall 13	taught	taught	taught	taught	taught	taught	eval	taught	taught	
Steinberg, Marvin	Fall 1981	Spring 15	Yes	Spring 12	taught	taught	taught	eval	taught	taught	eval	eval	taught	
Zhang, Hellen	Spring 2005	Full-Time Tenured	Yes	Fall 13	taught	taught	taught	taught	taught	taught	eval	taught	Full-Time Tenured	Status changed to
Department: Automotive														
Behravesh, Kalon	Spring 2012	Spring 15	Yes	Spring 12	no teach	no teach	no teach	eval	taught	taught	no teach	taught	taught	
Childress, Craig	Spring 1998	Spring 16	Yes	Spring 13	taught	taught	taught	taught	taught	eval	taught	taught	taught	
Cresta, James	Spring 2011	Fall 16	Yes	Fall 13	no teach	taught	taught	no teach	taught	taught	eval	no teach	taught	
Dair, Perry	Fall 1993	Fall 15	Yes	Fall 12	taught	taught	no teach	taught	eval	no teach	no teach	no teach		
Dhaliwal, Hari	Fall 1989	Fall 15	Yes	Fall 12	no teach	taught	taught	taught	eval	taught	no teach	no teach	taught	
Enriquez, Emmanuel	Spring 1999	Fall 15	Yes	Fall 12	taught	taught	taught	eval	taught	no teach	no teach	no teach		
Gleyzer, Filipp	Fall 2013	Fall 16	Yes	Fall 13	no teach	no teach	no teach	no teach	no teach	no teach	eval	no teach	taught	
Hill, David	Fall 1983	Fall 16	Yes	Fall 13	taught	taught	taught	taught	taught	taught	eval	taught	taught	
Naderpour, Shahbal	Fall 2006	Fall 16	Yes	Fall 13	taught	taught	taught	taught	taught	taught	eval	taught	taught	
Salazar, Jerry	Fall 2001	Fall 16	Yes	Fall 13	taught	taught	taught	no teach	no teach	no teach	taught	to be evaluated		Course ended in O
Young, Richard	Fall 2011	Spring 16	Yes	Spring 13	no teach	taught	taught	taught	taught	eval	no teach	no teach		
Department: Business Computer Systems and Management														
Corzonkoff, Barbara	Fall 1996	Fall 16	Yes	Fall 13	taught	taught	taught	taught	taught	taught	eval	taught	taught	
Weeks, Janice	Spring 2008	Fall 16	Yes	Fall 13	taught	taught	taught	taught	taught	taught	eval	taught	taught	
Cervantes, Alma	Fall 2000	Fall 16	Yes	Fall 13	taught	taught	taught	taught	taught	eval	taught	taught	taught	
Department: Business														
Alcalde, Sharon	Fall 1976	Fall 16	Yes	Fall 13	taught	taught	taught	taught	taught	taught	eval	taught	taught	
Broxholm, Valerie	Spring 2000	Spring 16	Yes	Spring 13	taught	no teach	taught	taught	taught	eval	taught	taught	taught	

Part-Time Faculty Evaluations Tracking Sheet
Division: Business

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
	Taught this Semester
	To be evaluated this Semester
	Evaluation Review Complete
	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Comments
Canfield, Celia	Spring 2013	Fall 17	Yes	Spring 14										
Dai, Andrew	Fall 2013	Fall 16	Yes	Fall 13										
Damonte, Beth	Spring 2013	Fall 16	Yes	Fall 13										
Guadamuz-Cabral, Fatima	Fall 2008	Spring 16	Yes	Spring 13										
Kilmartin, Jack	Fall 1991	Spring 16	Yes	Spring 13										
Lewis, Alpha	Fall 2013	Fall 13	Yes	Fall 13										
McCarthy, Soledad	Fall 2012	Spring 16	Yes	Spring 13										
Neuendorff, Michael	Fall 2011	Fall 16	Yes	Spring 13										
Thomas, Ed	Fall 2013	Fall 16	Yes	Fall 13										
Weinberger, Jeff	Spring 2014	Spring 17	Yes	Spring 14										Didn't teach in Spr
Tan, Paul	Fall 2012	Fall 15	Yes	Fall 12										
Zabaneh, Rachel	Fall 2013	Fall 16	Yes	Fall 13										
Department: Cooperative Education														
Prater-Slack, Dietra	Fall 1992	Fall 16	Yes	Fall 13										
Zanassi, Lavinia	Fall 1986	Fall 16	Yes	Fall 13										
Department: Cosmetology														
Smith, Evelyn	Spring 2000	Spring 16	Yes	Spring 13										
Hemstreet, Linsey	Fall 2014	Spring 17		Fall 14										
Nielsen, Karen	Fall 2011	No longer employed with SMCCD	Yes	Spring 13										No longer employe
Department: Early Childhood Education														
Adams, James	Fall 2013	Spring 17	Yes	Fall 13										
Ansari, Soudabeh	Fall 2004	Fall 15	Yes	Fall 12										
Blair, Penelope	Spring 2003	Spring 16	Yes	Spring 13										
Floor, Penelope	Spring 2006	Fall 16	Yes	Fall 13										
Ford, Sylvia	Spring 1997	Fall 16	Yes	Fall 13										

Part-Time Faculty Evaluations Tracking Sheet
Division: Business

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
	Taught this Semester
	To be evaluated this Semester
	Evaluation Review Complete
	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Comments
Francisco, Elaine	Spring 2006	Fall 16	Yes	Fall 13										
Genevro, Robert	Fall 1998	Spring 16	Yes	Spring 13										
Genevro, Robert	Fall 1998	Spring 16	Yes	Spring 13										
McClain-Rocha	Fall 2010	Fall 17		Fall 14										
McGinn, Paula	Fall 2013	Fall 16	Yes	Fall 13										
Proett, Paul	Spring 2010	Fall 14	Yes	Fall 13										Course ended in N
Ratkewicz, Vivian	Fall 2013	Spring 17	Yes	Spring 14										
Watts, Tina	Fall 2010			Fall 14										
Wiggins-Dowler, Karen	Summer 08	Spring 17	Yes	Spring 14										
Whitney, Shawna	Fall 2006	Fall 16	Yes	Fall 13										
Yung, Mary	Spring 2010	Fall 16	Yes	Fall 13										Hybrid Course; Lec
Department: Education														
DeJosia, Nicholas	Spring 2014	Spring 16	Yes	Spring 13										
Department: Fashion Merchandising														
Nuschy, Allison	Spring 2002	Fall 16	Yes	Fall 13										
Department: Interior Design														
Dye, Jennifer	Fall 2007	No longer employed with SMCCD	Yes	Fall 13										No longer employe
Department: Real Estate														
Nuttall, Allan	Fall 2000	Fall 16	Yes	Fall 13										
Department: Wellness														
Aldridge, Linda	Fall 2011	No longer employed with SMCCD	Yes	Spring 12										No longer employe
Brown, Richard	Fall 2011	Spring 15	Yes	Spring 12										
Frederick, Mark	Fall 2012	Fall 15	Yes	Fall 12										No longer employe

Part-Time Faculty Evaluations Tracking Sheet
Division: Business

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▨	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Comments
Leary, Mary	Fall 2010	Spring 16	Yes	Spring 13	🟧		🟧		🟧	🟦	🟧	🟧	🟧	

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
	Taught this Semester
	To be evaluated this Semester
	Evaluation Review Complete
	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Sp 15	Fall 15	Sp 16
World Languages																
Bautista, Reina	Spring 2012	Fall 2015	Y	Spring 2012												
Buenavista, Joe	Spring 2014	Spring 2014	N--did not teach	Spring 2014												
Chen, Amy	Fall 1999	NA	Y	Fall 2011												
Cheung, Michael	Fall 2012	Spring 2014	Y	Spring 2014												
Di Pietro, Gerardo	Fall 2014	Fall 2014														
Gazulla, Juan	Fall 2001	Spring 2014	Y	Fall 2010												
Khoury, George	Fall 2002	Spring 2015	Y	Spring 2012												
Lim, Poh, Kim	Fall 2006	Spring 2016	Y	Fall 2010												
Meng, Tracy	Fall 2013	Spring 2014	Y	Spring 2014												
Wong, William	Fall 1988	Fall 2015	Y	Fall 2012												
Yuen, Sui Wing	Fall 1999	NA	Y	Fall 2010												
Communications																
Al-Shamma, Kate	Fall 2011	N/A	Y	Fall 2011												
Babin, Joanne	Fall 2013	Spring 2014	Y	Spring 2014												
Bishow, Michael	Fall 2006	Spring 2016	Y	Spring 2013												
Cunningham, Cherakah	Spring 2006	Spring 2015	Y	Spring 2012												
Kirby, Karen	Fall 1993	Fall 2015	Y	Fall 2012												
Koppel, Scott	Fall 2008	NA	Y	Fall 2012												
Larson, Ashley	Fall 2013	Spring 2014	Y	Spring 2014												
Lescure, Ryan	Fall 2013	Spring 2014	Y	Spring 2014												
Mair, Jennifer	Fall 2007	Spring 2014	Y	Fall 2010												
McDonnell, Patrick	Spring 2008	Spring 2014	Y	Fall 2010												
Whitley-Putz, Lene	Fall 2010	N/A	Y	Fall 2010												
ESOL																
Carey, Julie	Spring 2008	Fall 2014	Y	Fall 2011												
Craige, Ellen	Fall 2002	Fall 2014	Y	Fall 2011												
Frasca, David	Spring 2002	NA	Y	Fall 2012												
Hertig, Cheryl	Fall 2006	Spring 15	Y	Fall 2011												
Kurland, Emily	Spring 2012	Spring 15	Y	Fall 2011												

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY

(orange)	Taught this Semester
(red)	To be evaluated this Semester
(blue)	Evaluation Review Complete
(hatched)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Sp 15	Fall 15	Sp 16
Lamarre, Tim	Spring 2002	Fall 2016	Y	Fall 2013												
Lerman, Eve	Fall 1987	Fall 2015	Y	Fall 2012												
O'Connor, Mary	Spring 2012	Fall 2015	Y	Fall 2012												
Rivera, Meegan	Fall 2009	Fall 2015	Y	Fall 2012												
Rueckhaus, Paul	Spring 2013	NA		NA												
Suer, Mine	Fall 2012	Fall 2016		Fal 2013												
Thompson, Helen	Fall 1999	NA	Y	Spring 2011												
Warden, Mary	Fall 2007	Spring 2014	Y	Fall 2010												
English																
Basnage, Linda	Fall 2012	Fall 2015	Y	Fall 2012												
Benton, Mona	Fall 2013	Spring 2014	N--did not teach	Spring 2014												
Burns, Mary Grace	Spring 2014	Spring 2014	Y	Spring 2014												
Christensen, Greg	Fall 2008	Fall 2014	Y	Fall 2011												
Connors, Joan	Fall 1997	Spring 2015	Y	Spring 2011												
Doreen, Dianna	Fall 2011	Spring 2015	Y	Fall 2011												
Drisdell, Lucas	Fall 2009	NA	Y	Fall 2012												
Erwert (Hibble), Anna	Spring 2004	Spring 2014	Y	Spring 2011												
Escamilla (Mahler), Kimberly	Spring 2001	NA	Y	Spring 2011												
Feiner, Jarrod	Spring 2011	Spring 2014	Y	Spring 2011												
Fuller, Gwendolyn	Fall 1991	Fall 2014	Y	Fall 2011												
Gero Chen, Georgia	Fall 2005	NA	Y	Spring 2012												
Ghan, Courtney	Fall 2013	Fall 2013		Fall 2013												
Hamilton, David	Spring 2012	NA	Y	Spring 12												
Heffernan, Tracy	Spring 2008	Spring 2017	Y	Spring 2011												
Hein, Linda	Fall 2006	Spring 2016	Y	Spring 2012												
Lewis, Brian	Fall 2012	Fall 2015	Y	Fall 2012												
McClung, Kathleen	Spring 1995	Fall 2015	Y	Fall 2012												
Miller, Catherine	Fall 2011	NA	Y	Fall 2011												
Park, Nancy	Fall 2013	Fall 2013		Fall 2013												
Powers, Jessica	Fall 2007	Spring 2014	Y	Spring 2014												
Powers, Sarah	Fall 2011	NA	Y	Fall 2011												

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
(orange)	Taught this Semester
(red)	To be evaluated this Semester
(blue)	Evaluation Review Complete
(hatched)	Did not teach this semester

Color codes used below: **O** = Taught (orange), **R** = To be evaluated (red), **B** = Evaluation Review Complete (blue), **G** = Did not teach (gray), blank = no data (white)

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Sp 15	Fall 15	Sp 16
Prieto, Caroline	Spring 2011	NA	Y	Spring 2011	G	B	O	O	G	G	G	G	G	G	G	G
Riedel, Megan	Fall 2007	NA	Y	Spring 2011	O	B	O	O	O	G	G	G	G	G	G	G
Saenz, John	Fall 2011	NA	Y	Fall 2011	O	O	B	G	G	G	O	G	O	O		
Sandel, Adam	Fall 2002	Spring 2015	Y	Spring 2012	O	O	O	B	O	O	O	O	O	R		
Sapigao, Janice	Fall 2013	Spring 2014		Spring 2014	G	G	G	G	G	G	G	B	O	O		
Schriner, Andrea	Fall 2007	Spring 2014	Y	Fall 2010	B	O	O	O	G	G	O	B	O	O		
Sherman, Doug	Spring 2004	NA	Y	Fall 2010	B	O	O	O	G	G	G	G	G	G	G	G
Smith, Cleavon	Fall 2013	Spring 2014		Spring 2014	G	G	G	G	G	G	G	B	O	O		
Smith, Kate	Fall 2009	NA	Y	Fall 2012	O	O	O	B	O	O	O	G	G	G	G	G
Tindall, Robert	Fall 2006	Fall 2015	Y	Spring 2012	O	O	O	B	O	O	O	O	O	O		
Tipton, Jamie	Fall 1990	Spring 2014	Y	Fall 2010	B	O	O	O	O	O	O	B				
Urquidez, Michael	Fall 2011	Fall 2014	Y	Fall 2011	O	O	B	O	O	O	O	O	R			
Vaughns, Bessie	Fall 2002	Spring 2015	Y	Spring 2012	O	O	O	B	O	G	G	G	O	G		
Vogel, Linda	Fall 2010	NA	Y	Spring 2012	O	O	O	B	G	G	G	G	G	G	G	G
Walsh, John	Fall 2013	Spring 2014		Spring 2014	G	G	G	G	G	G	O	B	O	O		
Watson, Maya	Fall 2008	NA	Y	Fall 2010	B	G	G	G	G	G	G	G	G	G	G	G
Winston, Allison	Spring 2013	Spring 2014		Spring 2014	G	G	G	G	G	O	O	B	G	G	G	G
Yan, Jackson	Spring 2013	Spring 2014		Spring 2014	G	G	G	G	G	O	O	B	O	O		
Zollo, Peter	Fall 2006	Fall 2015	Y	Fall 2012	O	O	O	O	B	O	O	O	O		R	
Zoughbie, Susan	Fall 2001	Fall 2013		Spring 2010	O	O	O	O	O	O	B	O	O	O		

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
(gold)	Taught this Semester
(red)	To be evaluated this Semester
(blue)	Evaluation Review Complete
(gray hatch)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Department: Administrative Justice												
Gottuso, Nicholas	Sp 12			Fall 2009	gray	gray	gray	blue	gold	gold	gold	gray
MacLaren, Peter	Sp 10	Fall 2016	Y		gold	gold	gold	gold	gold	gold	blue	gold
Phipps, Kevin	Sp 14	Spring 2017	Y	Spring 2014	gold	gold	gold	gold	gold	gold	gold	blue
Department: Anthropology												
Cecil, Chuck	Fall 07	Fall 2016	Y		gray	gold	gold	gold	gold	gold	blue	gold
Lance, David	Fall 13	No Rehire	Y	Fall 2013	gray	gray	gray	gray	gray	gray	blue	gray
Schaefers, Katherine	Fall 13	Fall 2013	N	Fall 2013	gray	gray	gray	gray	gray	gray	red	gold
Artola, Aya	Su 01	Fall 2016	Y		gold	gold	gold	gray	gold	gold	blue	gold
Crispi, Ilana	Fall 08	Fall 2013	N	Fall 2008	gold	gold	gold	gold	gold	gold	red	gold
David, Eileen	Sp 07	Fall 2016	Y		gold	gold	gold	gold	gold	gold	blue	gold
Keane, Jody	Sp 87		N		gold	gold	gold	gold	gold	gold	red	gold
Lowenstein, Ellen	Sp 87	Fall 2016	Y	Fall 1994	gold	gold	gold	gold	gold	gold	blue	gold
Pauker, Michael	Sp 06	Spring 2016	Y	Fall 2012	gold	gold	gold	gold	student Evals Only (blue)	gold	gold	gold
Ryan, Michael	Sp 09	Fall 2016	Y	Spring 2009	gray	gold	gold	gold	gold	gold	gold	blue
Venning, Laura	Sp 87			Spring 1994	gold	gold	gold	gold	gold	gold	gold	gray
Department: Art/Photo												

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
(yellow)	Taught this Semester
(red)	To be evaluated this Semester
(blue)	Evaluation Review Complete
(gray hatched)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Jones, Dianne	Sp 09	Spring 2016	Y	Spring 2009	Taught	Taught	Taught	Taught	Complete (student Evals Only)	Taught	Complete	Taught
Department: Drama												
Ceccarelli, Alan	Sp 11		Y	Spring 2011	Did not teach	Complete	Taught	Taught	Taught	Taught	Taught	Complete
Department: Economics												
Kress, Shirley	Sp 87		N	Spring 1997	Did not teach	Taught	Taught	Taught	Taught	Taught	Taught	Taught
Nelson, Kevin	Sp 09		N		Did not teach	Taught	Taught	Taught	Taught	Taught	Taught	Complete
Sanford, Dorothy	Sp 00	Spring 2016	Y		Taught	Taught	Taught	Taught	Taught	Taught	Complete	Taught
Speight, Lonnie	Sp 00	Fall 2016	Y		Taught	Taught	Taught	Taught	Taught	Taught	Taught	Complete
Department: Film												
Uyehara, Sean	Fall 07	Fall 2016	Y	Student Evals Only	Taught	Taught	Taught	Taught	Taught	Taught	Taught	Complete
Department: Geography												
Hansell, Christine	Sp 09	Spring 2016	Y		Taught	Taught	Taught	Taught	Taught	Taught	Complete	Taught
Department: History												
Bolick, Paul	Sp 08	Fall 2016	Y	Spring 2008 Student Evals Only	Taught	Taught	Taught	Taught	Taught	Taught	Taught	Complete
Collins, Christopher	Fall 13		N		Did not teach	Did not teach	Did not teach	Did not teach	Did not teach	Did not teach	To be evaluated	Taught
Elia, John	Sp 98	Spring 2016	Y		Taught	Did not teach	Taught	Taught	Taught	Taught	Complete	Taught
Erion, Greg	Sp 07			Spring 2007 Student Evals Only	Taught	Did not teach	Taught	Taught	Did not teach	Taught	Did not teach	Did not teach

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧 (orange)	Taught this Semester
🟥 (red)	To be evaluated this Semester
🟦 (blue)	Evaluation Review Complete
▨ (hatched)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Greedy, Matthew	Fall 94		N		Taught	Taught	Taught	Taught	Taught	Taught	Taught	To be evaluated
Irwin, Tatiana	Fall 13		N		Taught	Taught	Taught	Taught	Taught	Taught	Complete	Taught
Messner, Michael	Su 02		N	Fall 2002	Taught	Taught	Taught	Taught	Taught	Taught	Taught	Taught
Pfieffer, Abigail	Su 13	Fall 2015	Y	Summer 2013	Did not teach	Did not teach	Did not teach	Did not teach	Did not teach	Complete (Su 13)	Taught	Did not teach
Phipps, Michael	Fall 10	Fall 2016	Y		Taught	Taught	Taught	Taught	Taught	Taught	Taught	Complete
Reidy, Nancy	Fall 02		N	Spring 2003	Taught	Taught	Taught	Taught	Taught	Taught	Taught	To be evaluated
Swanson, Anthony	Fall 07		N		Taught	Taught	Taught	Taught	Taught	Taught	Taught	To be evaluated
Department: Humanities												
Carion, Harriet	Fall 95	Fall 2013	N	Fall 1995	Taught	Taught	Taught	Taught	Taught	Taught	To be evaluated	Taught
Department: Music												
Conrad, Robert	Sp 87		N	Fall 1999	Taught	Taught	Taught	Taught	Taught	Taught	Taught	Complete
Hansen, Julia	Sp 87		N	Peer only	Taught	Taught	Taught	Taught	Taught	Taught	Taught	To be evaluated
Hicks, Gail	Fall 05		N		Taught	Taught	Taught	Taught	Taught	Taught	Taught	To be evaluated
Ingber, Elizabeth	Fall 07	Spring 2016	Y		Taught	Taught	Taught	Taught	Taught	Taught	Complete	Taught
Jackson, Kymberly	Sp 11		N	Spring 2011	Did not teach	Complete	Taught	Taught	Taught	Taught	Taught	To be evaluated
Markovich, Frank	Sp 87	Spring 2016	Y	Spring 1997	Taught	Taught	Taught	Taught	Taught	Taught	Complete	Taught
Millar, Robert	Sp 87		N	Fall 2008	Taught	Taught	Taught	Taught	Taught	Taught	Taught	Taught
Nichols, James	Fall 09		N		Taught	Taught	Taught	Taught	Taught	Taught	Taught	Taught

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧 (orange)	Taught this Semester
🟥 (red)	To be evaluated this Semester
🟦 (blue)	Evaluation Review Complete
▨ (hatched)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Sacco-Belli, Jeannette	Sp 05				🟧	🟧	🟧	🟧	🟧	🟧	🟧	▨
Williams, Milton	Fall 97		N	Spring 2001	🟧	🟧	🟧	🟧	🟧	🟧	🟧	🟧
Department: Paralegal												
Prater, Dietra	Fall 96		N		🟧	🟧	🟧	🟧	🟧	🟧	🟧	🟧
Department: Philosophy												
Zoughbie, Anton	Sp 95	Spring 2016	Y	Spring 1997	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧
Diamond, Jeffrey	Sp 04	Spring 2016	Y	Fall 2006	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧
Department: Psychology												
Cresson, Lisa	Sp 13		Y	Summer 2013	▨	▨	▨	▨	▨	Su 13 🟦	▨	🟧
Eljarrari, Tarek	Sp 04	Spring 2016	Y		🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧
Favilla, Vincent	Sp 14	Spring 2016	Y		🟧	🟧	🟧	🟧	🟧	🟧	Peer only 🟦	🟧
Larson, Eric	Fall 93				▨	🟧	▨	🟧	🟧	▨	🟧	▨
Levick, Robin	Sp 13			Summer 2013	▨	▨	▨	▨	▨	Su 13 🟦	▨	▨
Lynn, Dennis	Sp 07		N	Spring 2007 Student Evals Only	🟧	🟧	🟧	🟧	🟧	🟧	🟧	🟧
McCoy, Robert	Su 10			Spring 2011	🟧	🟦	🟧	🟧	🟧	🟧	🟧	▨
McClain-Rocha, Krista	F/98		N		🟧	🟦	🟧	🟧	🟧	🟧	🟧	🟧

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▓	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Rose, Murielle	Fall 96			Fall 1996	🟧	🟧	🟧	🟧	🟧	🟧	🟧	▓
Shusterman, Alice	Fall 96				🟧	🟧	🟧	🟧	🟧	🟧	▓	▓
Department: Sociology												
Murajda, Tricia	Sp 07	Fall 2015	Y	Fall 2012	🟧	🟧	▓	🟧	🟦	🟧	🟧	🟧

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
[orange]	Taught this Semester
[red]	To be evaluated this Semester
[blue]	Evaluation Review Complete
[hatched]	Did not teach this semester

(In the table below, semester cells are color-coded: O = Taught (orange), R = To be evaluated (red), B = Evaluation Review Complete (blue), X = Did not teach (hatched), blank = white/none)

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13
Department: Biology											
Allen, Andrew	Spring 2005	Spring 15		Spring 13	O	O	O	B	O	O	O
Aquino, Yancy	Spring 2013	Spring 16		Spring 13						B	O
Barbier, Janelle	Fall 2014	Fall 2014									
Bhagwat, Vashali	Summer 2014	Fall 2014									
Davis, Kevin	Fall 2008	Spring 16		Fall 12	O	O	O	O	B	O	X
Del Mundo, Genievive	Fall 2009	Spring 16		Spring 13	O	O	O	O	O	B	O
Folsom, Jing	Fall 2013	Fall 16		Fall 13							B
Gearhart, Anne	Spring 2009	Fall 14		Fall 11	O	O	B	O	O	O	O
Kanaaneh, Jamil	Fall 2007	Spring 15		Spring 12	O	O	O	B	O	O	O
Kimpo, Rhea	Summer 2014	Fall 2014									
Lilla, Jennifer	Fall 2007	Spring 16		Fall 12	O	O	O	O	B	O	O
McDaniel, John	Fall 2007	Fall 14		Fall 11	O	O	B	O	O	O	O
Okonek, Bonnie	Spring 1987	Fall 15		Spring 12	O	O	O	B	X	O	O
Su, Richard	Fall 2007	Fall 14		Fall 11	O	O	B	O	O	O	O
Timpe, Leslie	Spring 2006	Spring 14		Fall 13	O	O	O	O	O	O	B
Wenck-Reilly, Brennan	Fall 2013	Fall 16		Fall 13							B
Department: Chemistry											
Appleton, Anthony	Spring 2014	NA	Y	Spring 14							
Chang, Terrance	Summer 2014	Fall 2014									
Ghanma, Mousa	Fall 2004	Fall 14		Fall 11	O	O	B	O	O	O	O
Martinovic, Valeria	Fall 2009	Spring 15		Spring 13	O	O	O	O	O	B	O

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▨	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13
McKay, Pat	Spring 1998	Spring 15		Spring 12	Taught	Taught	Taught	Review Complete	Taught	Taught	Taught
McOmber, Janice	Fall 2002	Spring 15		Spring 12	Taught	Taught	Taught	Review Complete	Taught	Taught	Taught
Mossman, Craig	Spring 2010	NA		Spring 13	Taught	Taught	Taught	Taught	Taught	Resigned	
Parast, Camran	Spring 2007	NA		Spring 13	Taught	Taught	Taught	Review Complete	Review Complete	Terminated	
Ruis, Nancy	Spring 2003	Fall 14		Fall 11	Taught	Taught	Review Complete	Taught	Taught	Taught	Taught
Somma, Maria	Spring 2014		Y	Spring 14							
Vo, Van Thi	Summer 2014	Fall 2014									
Young, Brian	Fall 2013	Fall 16	Y	Fall 13							Review Complete
Department: Computer Science											
Obrien, Kathleen	Fall 2008	Fall 15		Spring 12	Taught	Taught	Taught	Review Complete	Taught	Taught	Did not teach
Department: Earth Science											
Cook, John	Fall 2008	Fall 14		Fall 11	Did not teach	Did not teach	Review Complete	Did not teach	Did not teach	Did not teach	Taught
Department: EMC											
Crawford, Judith	Fall 2004	Fall 15		Fall 12	Taught	Taught	Taught	Taught	Taught	Review Complete	Taught
Miller, Rick	Spring 2004	Spring 15		Spring 12	Taught	Taught	Taught	Review Complete	Taught	Taught	Taught
Philips, Matt	Fall 2007	Spring 15		Spring 12	Taught	Taught	Taught	Review Complete	Taught	Taught	Taught
Department: ESTM											
Faust, Douglas	Fall 2011	Fall 14		Fall 11			Review Complete	Taught	Taught	Taught	Did not teach
Greenstein, Bruce	Fall 2011	Fall 14		Fall 11			Review Complete	Taught	Taught	Taught	Full time
Thompson, Omer	Fall 2009	Spring 15		Spring 12	Taught	Taught	Taught	Review Complete	Taught	Taught	Taught
Wilcher, Aaron	Fall 2011	Fall 14		Fall 11			Review Complete	Taught	Taught	Taught	Taught
Department: HSCI											

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
[Orange]	Taught this Semester
[Red]	To be evaluated this Semester
[Blue]	Evaluation Review Complete
[Hatched]	Did not teach this semester

Semester cell legend: T = Taught (orange), E = Evaluation Review Complete (blue), X = Did not teach (hatched), blank = none.

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13
Elia, John	Spring 2008	Spring 15		Spring 12	T	T	T	E	T	T	T
Campbell, Chadwick	Fall 2013	Fall 15		Fall 13							E
Moya, Rosalyn	Fall 2013	Fall 15		Fall 13							E
Pillazar, Lyanna	Fall 2014	Fall 2014									
Reckhaus, Paul	Spring 2011	Temp FT	Y	Spring 2014		E	T	T	T	T	T
Whitney, Shawna	Spring 2011	Spring 2015		Spring 11		E	X	X	X	T	T
Department: Mathemetics											
Abrao, Najla	Summer 2014	Fall 2014									
Ban, Ann	Fall 1984	Fall 14		Fall 11	T	T	E	T	T	T	T
Broxholm, Sue	Spring 2003	Fall 14		Fall 11	T	T	E	T	T	T	T
Chen, Grace	Fall 1998	NA		Fall 12	T	T	T	T	E	Terminated	
Farahmand, Arash	Fall 2010	Fall 14		Fall 11	T	T	E	T	T	T	T
Garcia, Eugene	Fall 1994	Fall 15		Fall 12	T	T	T	T	E	T	T
Ivanov, Dmitriy	Spring 14	Spring 2017	Y	Spring 14							
Kotsishevskaya, Zhanna	Fall 2000	Spring 2017		Spring 2014	T				E	T	
Kuan, Ray	Fall 2002	Spring 16		Spring 13	T	T	T	T	T	E	T
Kwok, William	Fall 1994	Spring 15		Spring 12	T	T	T	E	T	T	T
Loeffler, Jude	Spring 2008	Spring 15		Spring 12	T	T	T	E	T	T	T
Miranda, Eric	Spring 2009	Spring 16		Spring 13	T	T	T	T	T	E	T
Piserchio, Richard	Fall 1978	Fall 15		Fall 12	T	T	T	T	E	T	T
Maoujoudi, Abdel	Spring 2010	Fall 14		Fall 11	T	T	E	T	T	T	T
Maxwell, Mike	Fall 2010	Fall 16	Y	Fall 13	E	T	T	T	T	T	E

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▨	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13
Momeni, Kayvan	Spring 2012	Spring 15		Spring 12	🟧	🟧	🟧	🟦	🟧	🟧	🟧
Nguyen, Sean	Spring 2011	Spring 17	Y	Spring 14		🟦	🟧	🟧	🟧	🟧	🟧
Reuterdahl, Tom	Spring 1981	Fall 14		Fall 11	🟧	🟧	🟦	🟧	🟧	🟧	🟧
Wang, Li	Fall 1997	Spring 15		Spring 12	🟧	🟧	🟧	🟦	🟧	🟧	🟧
Wang, Miranda	Spring 2012	Spring 15		Spring 12				🟦	🟧	🟧	🟧
Department: MEDA											
Brown-Kelly, Paige	Fall 2014	Fall 2014									
Holland, Cristi		Fall 2014			See BUS for last evaluation						
Newland, Bernadette		Fall 2014			See BUS for last evaluation						
Department: Physics											
Hein, Emilie	Fall 2014	Fall 2014									
Grist, Greg	Fall 2006	Fall 14		Fall 11	🟧	🟧	🟦	🟧	🟧	🟧	🟧
Langhoff, Nick	Fall 2009	Spring 17	Y	Spring 14	🟧	🟦	🟧	🟧	🟧	🟧	🟧
Prochter, Gabriel	Spring 2013	Spring 16		Spring 13	🟧	🟧	🟧	🟧	🟧	🟦	🟧
Reil, Kevin	Spring 2007	Fall 14		Fall 11	🟧	🟧	🟦	🟧	🟧	🟧	🟧
Yadak, Polin	Fall 2012	Fall 2015		Fall 2012					🟦	🟧	🟧
Department: Respiratory Therapy											
Esparza, Heather	Fall 2013	Fall 16		Fall 13							🟦
Kawamura, Scott	Fall 2013	Fall 16		Fall 13							🟦
Department: Surgical Tech.											
Breadmont, Linda	Fall 2011	Fall 14		Fall 11			🟦	🟧	🟧	🟧	🟧
Wasilewski, Michael	Spring 2007	Fall 14		Fall 11	🟧	🟧	🟦	🟧	🟧	🟧	🟧

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▩	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13
Department: Telecommunications											
Allen, Rus	Fall 2008	Spring 15		Spring 12	🟧		🟧	🟦	🟧		🟧
Hanley, Walter	Spring 2013	Fall 2014		Fall 2014						▩	▩
Perino, Pete	Fall 1990	Fall 14		Fall 11	🟧	🟧	🟦	🟧	🟧	🟧	🟧
Petromilli, Jim	Sping 2010	Spring 15		Spring 12	🟧		🟧	🟦	🟧	🟧	🟧
Scurries, Dean	Fall 1997	Spring 15		Spring 12	🟧		🟧	🟦	🟧	🟧	🟧
Lohmann, Roger (Eric)	Sping 2000	Fall 15		Fall 12	🟧	🟧	🟧	🟧	🟦	🟧	🟧
Cortes, Quintin	Sping 2001	Spring 16		Spring 13	🟧	🟧	🟧	🟧	🟧	🟦	🟧
Frank, John	Sping 1983	Spring 16		Spring 13	🟧	🟧	🟧	🟧	🟧	🟦	🟧

Skyline College
Office of Instruction
Part Time Faculty Evaluation Process

Part Time Faculty Evaluation at Skyline College follows the Board of Trustee procedures and the AFT contract. The AFT contract section pertaining to part time faculty evaluation follows at the end of this document. The relevant Board of Trustee procedure is below.

Board of Trustees Administrative Procedure 2.09.1 Categories of Employment: Evaluation
https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/2_09.1.pdf

> 1. All District employees are evaluated systematically and at stated intervals. Written criteria are established for evaluating employees. Evaluation processes are designed to assess effectiveness of employees and encourage improvement. Actions taken following evaluations are formal, timely and documented.
>
> 2. Detailed evaluation procedures for various categories of employment can be accessed as follows:
>
> a. Faculty:
> See Procedure 3.20, Evaluation of Faculty and Faculty Tenure:
> https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/3_20.pdf

The process for the collecting and tracking the information will be as follows:

1) At the beginning of each semester, Instructional Deans and Counseling Dean fill out PT Faculty tracking spreadsheet (standard format for all divisions).
2) Deans forward their completed tracking spreadsheets to the Instruction Office SharePoint site and upload into appropriate folders by the **end of the second week** of each semester. The spreadsheet indicates faculty start dates, when evaluations are due, and when each is completed.
3) At the end of each academic year, the VPI will prepare a summary report to the College President.
4) College President will send update to the District HR Department.

Instruction Office SharePoint Site:
https://smccd.sharepoint.com/sites/sky/InstructionalOps/_layouts/15/start.aspx#/

Adjunct Faculty Evaluation Policy

General Considerations

• The Board of Trustees, faculty and administration share a responsibility for the process of evaluating adjunct faculty.

• The evaluation process assures that quality instruction is taking place.

• The adjunct faculty evaluation process safeguards and assures the principles and practices of academic freedom as defined in District Rules and Regulations.

• The adjunct faculty evaluation process upholds the principles of inclusivity, equal access and opportunity, promotes diversity, and is fair and unbiased.

• The adjunct faculty evaluation process is conducted by full-time faulty and is an affirmative means for reviewing performance.

• The adjunct faculty evaluation process fosters open communication among participants in order to assure fairness and opportunity for success.

I. Purpose

The adjunct faculty evaluation process should assure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available.
The specific purposes of adjunct faculty evaluation are as follows:
• to recognize and acknowledge good performance;

• to enhance satisfactory performance and help employees who are performing satisfactorily further their own growth;

• to identify weak performance and help employees to achieve needed improvement; and
• to document unsatisfactory performance.

The adjunct faculty evaluation process should assure teaching quality and professional growth and development by providing a useful assessment of performance. The adjunct faculty have the academic freedom that all other members of the faculty have, and the adjunct faculty evaluation process should safeguard that basic right of the academic community.

II. Evaluation Criteria for Adjunct Faculty

The following criteria will be used, as appropriate, to assess adjunct faculty performance. During the first year, evaluation will not emphasize the criteria listed under B (2) and B (5).

A. Student Relations

In the performance of his/her professional duties, the adjunct faculty member:
1. responds to the educational needs of students by (a) answering questions clearly and following through to maximize student understanding; and (b) giving equal access and treatment to students regardless of ethnicity, cultural background, age, gender, and lifestyle, and by avoiding

stereotypes;

2. demonstrates respect for the right of the student to hold and to express divergent opinions and demonstrates sensitivity to concerns of students; and

3. shows concern for student educational welfare by being available during office hours and answering questions with courtesy
.

B. Professional Responsibilities

The adjunct faculty member:

1. meets classes as set forth in the contract;
2. participates in department, college or other professional activities;
3. maintains ethical standards as outlined in the SMCCCD Academic Senate Statement of Professional Standards;
4. demonstrates commitment to and enthusiasm for the profession;
5. may participate in professional growth activities; and
6. maintains and submits appropriate records in accordance with District contract.

C. Performance Criteria

1. Performance by Classroom Faculty

The adjunct faculty member:

a. is knowledgeable about subject matter;
b. is aware of recent, general developments/research in field;
c. demonstrates effective communication with students;
d. provides students with a clear statement of grading, attendance, examination policies, and other course requirements;
e. uses effective teaching methods appropriate to the subject matter;
f. uses appropriate testing and assessment techniques to measure students progress; and
g. shows evidence of meeting course objectives as outlined in the catalog and official course outline.

2. Performance by Adjunct Counselors, Librarians, and other Instructional and Student Services Faculty

The adjunct faculty member:

1. is knowledgeable about assignment area/duties;
2. is aware of recent, general development/research in assigned area/duties;
3. demonstrates effective communication with students;
4. uses effective methods appropriate to the assignment area/duties; and
5. shows evidence of meeting objectives appropriate to the assignment area/duties.

III. Evaluation Procedures and Methods

Adjunct faculty will be evaluated in the first year of employment. In the SMCCCD, adjunct faculty will be evaluated in the first semester of service. Thereafter adjunct faculty shall be evaluated at least once every six (6) regular semesters. In accordance with District policy, the evaluation will be completed by the end of the semester in which it is begun.

The following methods will be used to evaluate adjunct faculty performance against the criteria stated in

Section II.

<u>Required</u>:

1. <u>Student questionnaire</u>

A standard District questionnaire, approved by the AB 1725 Trust Committee, shall be used to gather
information from students. Except in rare cases, in which student evaluation is not practicable due to
unusual circumstances, student evaluation will be required to assess faculty/student relations, faculty
student communication, and use of teaching methods.

2. <u>Adjunct faculty portfolio</u>

The adjunct faculty shall supply a faculty portfolio, which includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. Additional materials may include written documentation of the following:

   a) departmental, college or professional activities
   b) new course/services development
   c) development of new teaching methods
   d) publications
   e) community service
   f) awards and honors
   g) outside evaluations conducted by experts and/or licensing agencies
   h) other

The information provided in a portfolio is confidential and may become part of the adjunct faculty's personnel file. This information cannot be disclosed to other employees without permission of the adjunct faculty. Only current information will be considered in this process (concerning activities of the past three years).

3. <u>Performance assessment by peer evaluator</u>
This assessment may take place in the classroom, at the service site, or viewing videotapes of actual classroom presentations, counseling sessions, etc.

<u>Optional</u>:

1. <u>Adjunct faculty self-assessment</u>
This information should describe the individual's goals and objectives and provide an explanation of how the events demonstrated during the performance assessment relate to those goals and objectives.

2. <u>Performance assessment by Division Dean</u> (at his/her own discretion or at the request of the peer evaluator or of the evaluee). This assessment may take place in the classroom, at the service site, or viewing videotapes of actual classroom presentations, counseling sessions, etc.

IV. Role and Responsibility of Tenured Peer and Division Dean

<u>Role of Peer Evaluator</u>

As soon as possible after the hiring of a new adjunct faculty member, existing faculty in the discipline will assign one tenured discipline faculty to serve as the peer evaluator for that new hire. All permanent faculty members of the discipline constitute the initial pool of potential peer evaluators.

The tenured peer conducting the adjunct faculty evaluation has an obligation to uphold the confidentiality of the evaluation process, uphold the principles of inclusivity, promote and respect diversity, and conduct fair and unbiased evaluations.

Responsibilities of Peer Evaluator

1. to meet with the adjunct faculty, prior to the start of the process, to review evaluation criteria, methods, procedures, and timelines.
2. to conduct a performance assessment;
3. to administer, tabulate and summarize student questionnaires;
4. to meet with the adjunct faculty to discuss the results of the a) performance assessment and b) student questionnaires;
5. to review all additional data;
6. to prepare a written report of the assessment;
7. to meet with the adjunct faculty and division dean to discuss all evaluation materials and plans for professional growth;
8. to determine, with the division dean, a joint evaluation recommendation; and
9. to prepare and forward the recommendation to the appropriate Vice President.

Role of Division Dean

The appropriate Division Dean shares the obligation to uphold the confidentiality of the adjunct faculty evaluation process and the principles of inclusivity and academic freedom, to promote and respect diversity, to assure fair and unbiased evaluations, and to maintain those educational principles that promote a quality faculty in his/her area of responsibility.

Responsibilities of Division Dean

1. to monitor adjunct faculty evaluation to assure compliance with District policy timelines and procedures;
2. to conduct a performance assessment, at his/her own discretion or at the request of the peer evaluator or evaluee, and to prepare a written report of the assessment, as appropriate;
3. to meet with the evaluee following the (Dean's) performance assessment to discuss the results;
4. to present to, and discuss with, the peer evaluator any other information relevant to the evaluee's fitness for service;
5. to meet with the adjunct faculty and peer evaluator to discuss all evaluation materials and plans for professional growth;
6. to determine, with the peer evaluator, a joint evaluation recommendation; and
7. to prepare and forward the recommendation to the appropriate Vice President.

V. Right to Grievance

The adjunct faculty member has the right to file a grievance, but such grievance must be based solely on a claim of misinterpretation and/or misapplication of procedural aspects of this policy.

OBSERVATION FORM

CLASSROOM FACULTY

NOTE TO OBSERVER: Review the instructor's syllabus, the catalog description, and the course outline of record, which can be found on the Curriculum Committee website or in the Division Office, PRIOR to your observation. Evaluate the instructor's performance and contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of subject matter and proficiency in teaching.

RATING KEY:
A. Exceeds Expectations   B. Meets Expectations   C. Needs Improvement   D. Unsatisfactory   E. Not Enough Information/Not Applicable

Instructor:_____Evaluator: _____

Class/Section:_____   Date_____   Scheduled Time: _____

Number of Students Attending:_____   Time Class Began: _____

Type of Class Observed (e.g., lecture, lab, demonstration, performance): _____

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

_____

RATING KEY:
A. Exceeds Expectations B. Meets Expectations C. Needs Improvement   D. Unsatisfactory E. Not Enough
              Information/Not Applicable

Rated section	A B C D E	Comments or examples of behavior
1. Methods of Instruction a. Please identify the methods of instruction used during the session in the Comments section (e.g., lecture, discussion, tutorial, group work, demonstration, laboratory exercise, or a combination of methods). b. The instructor uses the instructional method(s) effectively (e.g., the method employed was interesting, used creatively, and enabled students to engage with the material).		
2. Instructional Aids and Classroom Technology a. The instructor makes use of educational equipment and facilities, such as the white board or seating arrangements, visual or audio aids, or other forms of technology. b. Instructional aids are current. c. Instructional aids support the lesson.		
3. Instructional Materials The instructor provides the materials necessary for the lesson to be completed.		
4. Instructional Delivery a. The instructor speaks clearly and modulates the pace of his or her speech, showing enthusiasm for the subject matter and the students. b. The instructor's handwriting on the white/chalk board is legible, grammatically correct, and organized.		

Rated section	A B C D E	Comments or examples of behavior
5. Knowledge of Subject Matter a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations. b. The instructor shows awareness of recent/current developments, methods, and research in the field. Provide an example. c. The instructor shows a sufficient understanding of the technical aspects of the field. Provide an example.		
6. Subject Matter The subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the description in the college catalog and schedule of classes.		

Rated section	A B C D E	Comments or examples of behavior
7. Student Centeredness a. The activities completed during the observed class period were commensurate with students' varying abilities and the objectives of the course. That is, the activities (which may include lecture) seem to meet the majority of the students where they are and guide them to the next level. b. The instructor presents the subject matter in a way that allows for student engagement. Give an example. c. Students are given the opportunity to provide feedback during the lesson to help them determine what they do and do not understand. d. The instructor assesses whether students are assimilating the information and offers help when needed. e. The instructor gives safety reminders/suggestions, if relevant. f. (For Kinesiology classes) The instructor demonstrates progression/regression of movement. g. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.		
8. Content Logic a. Describe how the class period is organized. b. The class follows an observable logic and leads to clear objectives. c. (For Kinesiology classes) Class format is appropriate for activity.		

Rated section	A B C D E	Comments or examples of behavior
9. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:		
a. Listens to the students.		
b. Answers questions clearly.		
c. Pursues discussion to ensure students' understanding.		
d. Encourages all students to participate in discussion or activity.		
e. Allows students to express divergent viewpoints.		
f. Treats all students respectfully.		
g. Fosters a climate of respect.		

Rated section	A B C D E	Comments or examples of behavior
10. Critical Thinking Skills The instructor stimulates critical thinking. Ways to promote critical thinking include but are not limited to: * Presenting material inductively * Asking open-ended questions * Encouraging metacognition * Inviting inference and interpretation * Promoting independent thinking and the evaluation of ideas or principles Give examples.		

OVERALL PERFORMANCE RATING

☐　A.　Exceeds expectations.
☐　B.　Meets expectations.
☐　C.　Needs improvement. (Improvement plan required. See Improvement Plan form.)
☐　D.　Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluee and discussed the evaluee's classroom observation.

Signed: _____Date:_____
　　　　　　　　　　　　Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed:_____Date:_____
　　　　　　　　　　Evaluee

OBSERVATION FORM
ONLINE FACULTY

NOTE TO OBSERVER: Review the instructor's syllabus, the catalog description, and the course outline of record, which can be found on the Curriculum Committee website or in the Division Office, PRIOR to your observation. Evaluate the instructor's performance and virtual contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of subject matter and proficiency in teaching.

RATING KEY:
A. Exceeds Expectations   B. Meets Expectations   C. Needs Improvement   D. Unsatisfactory
E. Not Enough Information/Not Applicable

Instructor:_____   Evaluator: _____

Class/Section:_____   Date: _____

Number of Students Enrolled: _____
Number of Students Logging in Regularly:_____

Instructor uses the District-designated course management system. Please check one: Yes ___ No ___

Type of Class Observed (e.g., lecture, lab, demonstration, performance):

 Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

Rated section	A B C D E	Comments or examples of behavior
1. Organization and Accessibility (Presentation Logic) a. Course navigation is clear. b. The logic and progression of the course are efficient, consistent, and user-friendly. c. Components and structure of the course are easy to comprehend. d. The technologies that the instructor uses are functioning, readily accessible, and user-friendly including for students with disabilities. e. The course points students to academic and student support services and resources. f. The means through which to contact the instructor and/or seek technical assistance are clear. g. The syllabus is easily accessible.		
2. Syllabus a. The course syllabus identifies and clearly delineates the role that technology and the online environment will play in the course as a whole. b. The course syllabus addresses all the requirements in the course outline. c. All course policies, including assignment load and grading, are clearly stated. d. The technical requirements for the course are stated. e. Course objectives, expectations, and materials are clear.		

Rated section	A B C D E	Comments or examples of behavior
3. Learning Objectives a. Learning objectives are clearly identified and measurable and consistent with the course outline of record. b. Activities clearly support learning objectives.		
4. Knowledge of Subject Matter a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations. b. The instructor shows awareness of recent developments and research in the field? Give an example. c. The instructor shows a sufficient understanding of the technical aspects of the field? Give an example.		
5. Subject Matter and Content Logic a. Subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the course description in the college catalog and schedule of classes. b. Lessons follow an observable logic and lead to clear objectives. c. Students are given the opportunity to provide feedback before the completion of each lesson to help them determine what they do and do not understand. d. (For Kinesiology classes) Class format is appropriate for activity.		

Rated section	A B C D E	Comments or examples of behavior
6. Student Centeredness a. The activities assigned are commensurate with students' varying abilities and the objectives of the course. That is, the activities (which may include recorded lectures) seem to meet the majority of the students' learning capabilities and guide them to the next level. b. The instructor assesses whether students are assimilating the information and offers help when needed. c. The instructor gives safety reminders/suggestions, if relevant. d. (For Kinesiology classes) The instructor demonstrates progression/regression of movement. e. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.		
7. Instructional Design and Delivery (Use of technology) a. The course uses a variety of technology tools to facilitate communication and learning. b. The course uses a variety of multimedia elements and/or activities to accommodate different learning styles. c. Teaching methods and aids are current, innovative, and support the lesson.		

Rated section	A B C D E	Comments or examples of behavior
8. Learner Interaction and Engagement a. There is/are a mean(s) through which the students and instructor can introduce themselves. b. The requirements for student interaction are clearly stated. c. Course materials and assignments create active learners and encourage student engagement. d. The instructor presents the subject matter in a way that allows for student engagement and lesson assimilation. Give an example. e. Course offers ample opportunities for interaction and communication student to student, student to instructor, and student to content.		
9. Assessment and Evaluation of Student Learning a. Students can easily and quickly access their grades for both individual assignments and for the course as a whole. b. The types of assessments measure the stated learning objectives for the course. c. Grading standards are clear. d. The course provides continuous and timely assessment and feedback. e. The course provides students the opportunity for self and peer assessment and instructor feedback.		
10. Critical Thinking Skills Activities help students develop critical thinking and problem-solving skills.		

Rated section	A B C D E	Comments or examples of behavior
11. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:		
a. Replies promptly to student communications and inquiries.		
b. Answers questions clearly.		
c. Pursues discussion to ensure students' understanding.		
d. Encourages all students to participate in discussion or activity.		
e. Allows students to express divergent viewpoints.		
f. Treats all students respectfully.		
g. Fosters a climate of respect.		

INSTRUCTIONS FOR ADMINISTERING STUDENT QUESTIONNAIRES

CLASSROOM FACULTY

To faculty member being evaluated:

The survey will take students approximately 15 minutes to complete. You will be asked to leave the room during this time.

To person conducting the questionnaire:

1) Please read the following to students <u>before</u> they begin their response to the survey:

All faculty are evaluated periodically, and your instructor is being evaluated this semester. Evaluation is a valuable process for the instructor, the college, and future students. The intent is to assure teaching quality and professional growth by providing a useful assessment of your teacher's performance.

Because student feedback is an important part of your instructor's evaluation, we ask that you take time to answer each question thoughtfully and candidly. Please note that your answers should be for <u>this</u> instructor and <u>this</u> class only.

Please do <u>not</u> put your name anywhere on the form. The questionnaire is anonymous; your responses will be processed <u>before</u> they are shared with your instructor <u>after</u> the semester has ended.

Before responding to the prompts on the evaluation form, please write the instructor's name, the course number, the CRN, and today's date at the top of the form. Then respond to Questions 1, 2, and 3 in the spaces provided. After you have answered Questions 1-3, respond to the remaining prompts by indicating STRONGLY AGREE (4), AGREE (3), DISAGREE (2), STRONGLY DISAGREE (1), or NOT APPLICABLE (0), or EXCELLENT (4), GOOD (3), SATISFACTORY (2), POOR (1), or NOT APPLICABLE (0).

Thank you for your participation.

2) Before students leave, please try to ensure they have completed <u>all</u> the questions on the survey, especially the written responses to Questions 1, 2, and 3.

INSTRUCTIONS FOR ADMINISTERING STUDENT QUESTIONNAIRES

ONLINE FACULTY

THIS PAGE SHOULD ACT AS A "COVER SHEET" FOR THE ONLINE QUESTIONNAIRE

To students:

The survey will take you approximately 15 minutes to complete and must be completed within 5 days of receipt.

All faculty are evaluated periodically, and your instructor is being evaluated this semester. Evaluation is a valuable process for the instructor, the college, and future students. The intent is to assure teaching quality and professional growth by providing a useful assessment of your teacher's performance.

Because student feedback is an important part of your instructor's evaluation, we ask that you take time to answer each question thoughtfully and candidly. Please note that your answers should be for this instructor and this class only.

Please do not put your name or G number anywhere on the form. The questionnaire is anonymous; your responses will be processed before they are shared with your instructor.

Before responding to the prompts on the evaluation form, please select the instructor's name, the course number, and the CRN from the drop-down menu. Then respond to Questions 1, 2, and 3 in the spaces provided. After you have answered Questions 1-3, respond to the remaining prompts by indicating STRONGLY AGREE (4), AGREE (3), DISAGREE (2), STRONGLY DISAGREE (1), or NOT APPLICABLE (0), or EXCELLENT (4), GOOD (3), SATISFACTORY (2), POOR (1), or NOT APPLICABLE (0).

Thank you for your participation.

STUDENT QUESTIONNAIRE

CLASSROOM/ONLINE FACULTY

https://surveys.smccd.edu/n/PETFSurvey.aspx

PORTFOLIO REVIEW FORM

CLASSROOM/ONLINE FACULTY

College: _____Division: _____

Academic year of evaluation _____Semester:_____

Name of evaluee: _____

Name of evaluator: _____

Please note that portfolios may be submitted in hard copy or as a PDF in a well-organized, comprehensible, and succinct manner and should include materials from both onsite and online classes.

The portfolio contains the following items:

____   course syllabi, including description of grading policy, texts (title, author, publisher, and date), student learning outcomes, and supplemental materials, such as computer software used in lab or student guides.

____   sample quizzes, midterm(s), and examinations.

____   key information handouts.

____   representative assignments and key projects.

____   evidence of professional development activities.

____   statement of teaching philosophy. (Optional)

____   other information the evaluee feels should be included to adequately describe the instructional strategies employed in his or her courses. (Optional)

OVERALL PORTFOLIO RATING

____   A.   Exceeds expectations.

____   B.   Meets expectations.

____   C.   Needs improvement. (Improvement plan required. See Improvement Plan form.)

____   D.   Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluee and discussed the evaluee's portfolio.

Signed: _____Date:_____

                 Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my portfolio.

Signed:_____Date:_____

                Evaluee

MANDATORY SELF-ASSESSMENT FORM

CLASSROOM/ONLINE FACULTY

College: _____ Division: _____

Academic year of evaluation _____ Semester:_____

Name of evaluee: _____

Provide the requested information since your last evaluation.

1.   Describe or list ways you have participated in Department and/or Division activities.

2.   Describe or list ways you have participated in College and/or District activities.

3.   Describe or list how you have engaged in professional development related to discipline expertise and/or teaching techniques.

4.   Identify any publications, presentations, and/or job-related community activities in which you have been engaged.

5.   Describe or list ways you have participated in the development and assessment of Student Learning Outcomes (SLOs). SLO assessment may include but is not limited to faculty-faculty dialogue, working in professional organizations or groups, working with an institutional researcher, curriculum mapping as part of a retreat, reviewing curriculum for external organizations, addressing student equity questions, using student input through surveys, exams, exam analysis, and registering changes as a consequence.

6.   Identify any awards, honors, and/or external evaluations you have received.

7.   Provide information not addressed above.

DEAN/RESPONSIBLE ADMINISTRATOR'S ASSESSMENT OF
NON-TEACHING RESPONSIBILITIES FORM

CLASSROOM/ONLINE FACULTY

College: _____Division: _____

Academic year of evaluation _____Semester:_____

Name of evaluee: _____

Name of evaluator: _____

1.   Evaluee participates constructively in Division and Department meetings and other activities related
        to area of responsibility. (Optional for adjunct faculty.)

2.   Evaluee participates constructively on College-wide committees. (Optional for adjunct faculty.)

3.   Evaluee submits grades and other information in a complete, accurate, and timely manner.

4.   Evaluee collaborates well with and is respected by faculty, staff, and students.

5.   Evaluee fulfills professional responsibilities.

6.   Evaluee participates in professional growth activities.

DEAN/RESPONSIBLE ADMINISTRATOR'S COMMENTS:

I have met with the evaluee and discussed the evaluee's classroom observation.

Signed: _____Date:_____
                                    Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed:_____Date:_____
                              Evaluee

EVALUATION SUMMARY

TENURED FACULTY

College:_____ Division: _____
Academic year of evaluation_____Semester: _____
Name of evaluee: _____

Type of Evaluation: _____ (Standard, Comprehensive, Follow-Up)

PART I: (to be completed by the Evaluation Committee/Evaluator(s))

The Evaluation Committee/Evaluator(s) for the_____Division has reviewed all
evaluation materials and, after careful consideration, rates the professional performance of the evaluee as:

___ A. Exceeds expectations.
___ B. Meets expectations.
___ C. Needs improvement. (Performance improvement plan required. See performance improvement
plan form.)
___ D. Is unsatisfactory. (Performance improvement plan required. See performance improvement plan
form.)

The Evaluation Committee makes the following commendations, recommendations, and/or comments to
the evaluee (attach additional sheets if necessary):

I/we have met with the evaluee and discussed the contents of the evaluee's classroom observation, student
evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-
teaching responsibilities reports (Comprehensive) OR student evaluations, self-assessment, and
Dean/Responsible Administrator's assessment of non-teaching responsibilities reports (Standard).

Signature_____Date_____
                            Evaluator(s)

Signature_____Date_____
                            Evaluator(s)

PART II: (to be completed by the Evaluee)

COMMENTS: (attach additional sheets if necessary)

I have met with the evaluator and discussed the contents of my classroom observation, student evaluations,
portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching
responsibilities reports (Comprehensive) OR student evaluations, self-assessment, and Dean/Responsible
Administrator's assessment of non-teaching responsibilities reports (Standard).

Signature: _____ Date: _____
                    Evaluee

PART III: (to be completed by the Vice-President or designee)

This Evaluation Summary has been received and reviewed for completeness. Copies have been forwarded to the evaluee and Responsible Administrator. The original has been forwarded to the Vice Chancellor - Human Resources & Employee Relations for placement in the evaluee's personnel file.

The next evaluation should take place in_____, and should be_____.
(Standard, Comprehensive, Follow-Up)

Signature: _____ Date: _____
                              Vice President

EVALUATION SUMMARY

TENURE-TRACK ONLINE, CLASSROOM,
AND NON-CLASSROOM FACULTY

College: _____Division: _____
Academic year of evaluation _____Semester:_____
Name of evaluee: _____

PART I: (to be completed by the Tenure Review Committee)

This faculty member has been evaluated according to District policies in the following ways:

Classroom/Online Faculty: Non-Classroom Faculty
_____ Classroom/Online Observation   _____ Observation
_____ Student Questionnaire   _____ Faculty Portfolio
_____ Faculty Portfolio   _____ Mandatory Self-assessment
_____ Mandatory Self-Assessment   _____ Dean/Responsible Administrator Assessment
_____ Division Dean/Responsible Administrator Assessment

Based upon the above-stated sources, which are documented and on file in the Division office,
_____ receives a recommendation of:
          (faculty member)

___ A. Exceeds Expectations
___ Recommended for Contract II
___ Recommended for Contract III
___ Recommended for Tenure

___ B. Meets Expectations
___ Recommended for Contract II
___ Recommended for Contract III
___ Recommended for Tenure

___ C. Needs Improvement (Performance improvement plan required. See performance improvement plan form.)
___ Recommended for Contract II
___ Recommended for Contract III
___ Recommended for Tenure

___ D. Unsatisfactory (See attached reasons for this recommendation.)
          Recommended for non-rehiring

The Tenure Review Committee makes the following commendations, recommendations, and/or comments to the evaluee (attach additional sheets if necessary):
.
We have met with the evaluee and discussed the contents of the evaluee's classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

_____ (Chair)   Date_____

_____   Date_____

_____   Date_____

_____   Date_____

_____ Date _____

PART II: (to be completed by the Evaluee):

COMMENTS: (attach additional sheets if necessary)

I have met with the Tenure Review Committee and discussed the contents of my classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

In signing this Evaluation Recommendation Form, the employee acknowledges having seen and discussed the complete report. The employee's signature does not necessarily indicate agreement with the conclusions of the evaluation.

_____   _____
         (Evaluee)   (Date)

PART III: (to be completed by the Vice-President or designee)

This Evaluation Summary has been received and reviewed for completeness. Copies have been forwarded to the evaluee and Responsible Administrator.

The next evaluation should take place in_____, and should be_____.
(Standard, Comprehensive, Follow-Up)

Signature: _____ Date: _____
                    Vice President

Copies of all documents pertaining to this employee's evaluation will be placed in her/his official personnel file. The employee has a right to respond. If the employee chooses to do so, she/he may submit a response to this report, in writing, to the committee within ten (10) working days from the date of this report. That copy will be attached and filed in the employee's official personnel file.

<div align="center">

EVALUATION SUMMARY
ADJUNCT FACULTY

</div>

College:_____Division: _____
Academic year of evaluation_____Semester: _____
Name of evaluee: _____

PART I: (to be completed by the Evaluator(s))

Overall performance rating
___   A.   Exceeds expectations.
___   B.   Meets expectations.
___   C.   Needs improvement. (Improvement plan required. See Improvement Plan form.)
___   D.   Is unsatisfactory.

EVALUATOR COMMENTS:

I have met with the evaluee and discussed the contents of the evaluee's classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

Signed: _____Date:_____
<div align="center">Evaluator</div>

PART II: (to be completed by the Evaluee):

EVALUEE COMMENTS:

I have met with the evaluator and discussed the contents of my classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

Signed:_____Date:_____
<div align="center">Evaluee</div>

APPENDIX G: EVALUATION PROCEDURES

Table of Contents

A. Tenured, Tenure-Track, and Adjunct Faculty

   1. Classroom Observation Form
   2. Online Class Observation Form
   3. Instructions for Administering Student Questionnaire (Classroom)
   4. Instructions for Administering Student Questionnaire (Online)
   5. Student Questionnaire (Classroom/Online)
   6. Portfolio Review Form
   7. Mandatory Self-Assessment Form
   8. Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities

B. Faculty Coordinator
   1. Evaluation Form
   2. Portfolio Review Form
   3. Mandatory Self-Assessment Form.

C. Counselor
   1. Observation Form
   2. Student Questionnaire (Academic Counselor)
   3. Student Questionnaire (Psychological Services Counselor)
   4. Portfolio Review Form
   5. Mandatory Self-Assessment Form
   6. Dean/Responsible Administrator's Assessment of Professional Responsibilities

---

♣ Throughout this document, procedures and forms used for adjunct faculty also will be used for grant-funded faculty.

D. [Evaluation Forms—Librarian](#)

    1. Faculty Questionnaire—Instruction
    2. Observation Form—Reference or Other Public Service
    3. Student Questionnaire—Reference Librarian
    4. Student Questionnaire—Library Instruction
    5. Portfolio Review Form.
    6. Mandatory Self-Assessment Form
    7. Dean/Responsible Administrator's Assessment of Professional Responsibilities

E. [Evaluation Forms—Nurse or Other Healthcare Provider](#)
    1. Observation Form
    2. Student Questionnaire
    3. Portfolio Review Form.
    4. Mandatory Self-Assessment

F. [Evaluation Summary Forms](#)
    1. Evaluation Summary for Tenured Faculty
    2. Evaluation Summary for Tenure-Track Faculty
    3. Evaluation Summary for Adjunct and Grant-Funded Faculty

G. [Performance Improvement Plan (PIP) Form](#)

H. [Faculty Evaluation Committee Orientation Document](#)

I.   General Considerations

        A.   The Board of Trustees, faculty, and administration share a responsibility for the process of evaluating the work performance of all faculty and for awarding tenure.

        B.   The evaluation process upholds the principles of inclusivity, equal access, and opportunity, promotes diversity, and is fair and unbiased.

        C.   The evaluation process is an affirmative means for evaluating the work performance of all faculty and for renewal of employment and awarding of tenure.

        D.   The evaluation process fosters open communication among participants in order to assure fairness and opportunity for success.

II.   Purpose

        A. The evaluation process should assist faculty in understanding the expectations for employment and tenure; developing skills and acquiring the experience to participate successfully in the educational process; and using the District's and other resources for professional growth.

        B. The evaluation process should assure that students have access to the most knowledgeable, talented, creative, and student-oriented faculty available. Therefore, periodic performance evaluations are conducted for all tenured, tenure track, and adjunct faculty. A four-year probationary period is provided for tenure-track employees.

        C.   The evaluation process safeguards and assures the principles and practices of academic freedom as defined in District Policies and Procedures. Academic freedom applies equally to all tenured, probationary, adjunct, and grant-funded faculty.

        D.   The evaluation process should assure quality of work performance and professional growth/development by providing a useful assessment of performance.

III.   Evaluation Criteria for Faculty

        A.   General Criteria. The following criteria will be used to assess all faculty.

          1.   Student Relations

        In the performance of her/his professional duties, the faculty member:

                a.   responds to the educational needs of students by
                        1)   communicating effectively, answering questions clearly, and assessing student learning consistently; and
                        2)   avoiding stereotypes and giving equal access and treatment to students regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics;

3

b. demonstrates respect for the right of the student to hold and to express divergent opinions and handles student concerns appropriately; and

c. shows concern for student educational welfare by being available during on-site and online office hours, answering questions with courtesy, and responding to phone calls and emails in a timely manner.

2. Professional Responsibilities

The faculty member
a. is knowledgeable about subject matter/assignment area/duties;
b. is aware of recent, general developments/research in field/assigned area/duties;
c. meets classes as set forth in the contract;
d. performs assigned duties;
e. participates in department, college, or other professional activities;
f. maintains ethical standards as outlined in the SMCCCD Academic Senate Statement of Professional Standards;
g. demonstrates commitment to the profession;
h. participates in professional growth activities; and
i. maintains and submits appropriate records in accordance with the collective bargaining agreement between the District and AFT 1493 and District Policies and Procedures.

B. Criteria Specific to Faculty Who Teach in the Classroom/Online:

The faculty member:
1. provides students with a clear statement of grading, attendance, examination policies, and other course requirements;
2. uses effective teaching methods appropriate to the subject matter;
3. uses appropriate testing and assessment techniques to measure students' progress;
4. uses the District-designated course management system for online classes, hybrid classes, and face-to-face class support or links any non-District-designated course management system for online classes to the District-designated course management system for online classes
5. shows evidence of meeting course objectives and following the course outline of record.

C. Criteria Specific to Counselors, Faculty Coordinators, Librarians, Nurses, and other Student Services Faculty

The faculty member:
1. uses effective methods appropriate to the assignment area/duties; and
2. shows evidence of following and adhering to the appropriate duties and responsibilities assigned to the position.

D. During the first year of employment, tenure-track faculty will be evaluated only on criteria related to their primary assignment.

IV.   Evaluation Ratings

       A.   Exceeds Expectations: This rating should be used for faculty whose performance far exceeds expectations due to exceptionally high quality of work in all essential areas of responsibility, resulting in an overall quality of work that is superior.

       B.   Meets Expectations: This rating should be used for faculty who perform assigned responsibilities well, consistently throughout the review period.

       C.   Needs Improvement: This rating should be used for faculty who make a sincere effort to meet the Evaluation Criteria enumerated herein but need additional guidance to meet them successfully. Steps must be taken to further develop targeted areas, which will improve overall performance.

       D.   Is Unsatisfactory: This rating should be used for faculty whose performance was below standard with regard to the Evaluation Criteria enumerated herein. Steps must be taken to improve overall performance.

V.   Evaluation Procedures—Tenured Faculty

The following process will be used for the evaluation of all tenured, classroom faculty.

A.   It is the responsibility of the appropriate Vice President, District Academic Senate President, and AFT President or their designees to guide the evaluation process of the College and to resolve issues that arise during the evaluation process. When needed, these individuals will meet and be referred to as the Evaluation Guidance Committee. The Evaluation Guidance Committee's decisions are considered final, except that individual faculty members and the Union may grieve its decisions as allowed by the AFT/District grievance procedure and consistent with the grievance limitations set forth in this policy. At any time, any one of the participants in the process (Evaluation Committee member, evaluator, Dean/Responsible Administrator, evaluee) can seek assistance from the campus Evaluation Guidance Committee.

It is also the responsibility of the Evaluation Guidance Committee to provide orientation to all participants (including evaluees) and specific training to Evaluation Committees, evaluators, Deans/Responsible Administrators, and Vice Presidents. These orientation and training activities will occur by Week 2 of the fall (for tenure-track and adjunct evaluations) and spring (for tenured evaluations) semesters and will be coordinated throughout the District so as to be consistent from campus to campus. Orientation and training will be an ongoing activity, and all those conducting evaluations will participate in orientations that coincide with their service.

B.   Evaluation Committee for Each Division

1. Purpose: To conduct evaluations and make recommendations for all tenured, full-time faculty in the division who are scheduled for evaluation.
2. Composition: Three to five tenured faculty members (number depends on size of division and number of evaluations, diversity among group) are recommended by division faculty and approved by the Division Dean/Responsible Administrator; the Evaluation Committee will be reasonably representative of academic disciplines in the division. The composition of the group will reflect consideration of gender and ethnic diversity. The Committee will select a faculty member as chair; she or he will be responsible for scheduling and conducting meetings and communicating with others in the process. All tenured full-time faculty members are encouraged to participate in the evaluation of their colleagues.

C.   The Evaluation Process

Tenured faculty will be evaluated at least once every three years. The type of evaluation will alternate between Comprehensive and Standard as described below. A newly tenured faculty member will start with a Comprehensive evaluation three years after completing tenure review. The evaluation process will consist of the following:

1. Standard Evaluation:

    a. A member of the faculty Evaluation Committee will conduct a Student Questionnaire, following the Instructions for Administering Student Questionnaire (Classroom or Online as appropriate). Student Questionnaires will be completed in each course that represents a separate preparation for the evaluee, with a minimum of three sections total; for example, if the faculty member is teaching five sections of the same course, student questionnaires must be administered in at least three.
    b. The Dean/Responsible Administrator will complete the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities form.
    c. The evaluee will complete the Mandatory Self-Assessment form.

2. Comprehensive Evaluation:

    a.   This evaluation will be conducted by a single tenured faculty member selected jointly by the evaluee and Dean/Responsible Administrator. If the evaluee and Dean/Responsible Administrator cannot agree on a mutually acceptable evaluator, the selection will be made by the Evaluation Committee.

    b.   All of the components of the Standard Evaluation described above will be conducted, plus: (1) a classroom, online, or other performance observation and the completion of an observation form; (2) a review of evaluee's portfolio and completion of the Portfolio Review form; and (3) completion of the Evaluation Summary form with commendations and recommendations as appropriate.

        1)   Observation:

        a)   The evaluator shall observe and evaluate as many classes as necessary to cover all teaching modalities represented by the tenured faculty member's assignment. For example, if a tenured faculty member is teaching online, hybrid, and face-to-face classes, the evaluator shall observe all three. If the tenured faculty member is teaching only face-to-face or only online classes, the evaluator will observe at least one.

        b)   In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

        c)   Additional observations may be requested by the evaluee, evaluator, or Dean/Responsible Administrator; however, approval by the Evaluation Committee is required for additional observations. The evaluee will provide class dates that are inappropriate for observation (e.g., exams, student presentations, field trips, guest speakers, films), on which the evaluator will not visit the class. The evaluator will not participate in class activity.

        b)   The evaluator will make only limited comments immediately after an observation (e.g., "I enjoyed sitting in on your class" or "Thanks for letting me observe") and will wait for all of the observations (if more than one) to be completed before making commendations and possible suggestions for improvement. However, an evaluator may ask the evaluee to explain or clarify why she/he did certain things in class, or to clarify the subject matter presented (e.g., "Is it correct to assume that most of what you were doing today was review?"; "I noticed that several students came in late. What are the expectations about attendance and what have you told your students about the consequences about being absent or late?").

        c)   Within ten days after the observation(s), the evaluator will meet with the evaluee to discuss the observation(s) before submitting her/his findings to

the chair of the Evaluation Committee. The evaluee may record any unresolved disagreement with the evaluation in the "Evaluee's Comments" section of the Observation form; this allows the Evaluation Committee as a whole to consider both the evaluator's and evaluee's points of view.

2) Faculty Portfolio

   a) The faculty member shall supply a well-organized, comprehensible, and succinct faculty portfolio in hard copy or as a PDF. See appropriate form for list of required items depending on assignment.

   b) The intent of the Faculty Portfolio is to assist the evaluator in understanding the instructional methodologies being employed in the courses currently taught by the evaluee.

   c) The evaluator uses the Portfolio Review form to record her/his findings. When the form is completed, the evaluator will forward the form to the chair of the Evaluation Committee (along with any written response received from the evaluee).

3. Follow-up Evaluation and Performance Improvement Plan

   a. If either a Standard or Comprehensive evaluation results in a rating of "Needs Improvement" or "Unsatisfactory," the Committee develops with the evaluee a Performance Improvement Plan (PIP) and schedules a Comprehensive evaluation for the next academic year. The intent of having the second evaluation one year after the initial evaluation is to allow the evaluee sufficient time to receive coaching from the Dean/Responsible Administrator or mentoring from a peer and to initiate improvements.

      1) One very important goal of evaluation is professional development through feedback from peers. Mentoring is one way to accomplish this goal, and the Division Dean/Responsible Administrator or the Evaluation Guidance Committee may recommend a mentor (someone who is not part of the evaluation process) to assist the evaluee in making improvements recommended in the PIP. Mentoring is voluntary, and mentors may be selected by the evaluee in consultation with the evaluator.

      2) Most recent evaluation materials will be made available to evaluators responsible for performing follow-up evaluations triggered by a PIP.

   b. If the follow-up evaluation results in a Summary rating of "Needs Improvement" or "Unsatisfactory," a final follow-up evaluation will be scheduled for the next academic year.

      If the final follow-up evaluation results in a Summary rating of "Needs Improvement," a limited re-evaluation focusing on the specific areas in need of improvement (per the ratings on the Observation, Portfolio Review, etc., forms) will be scheduled for the next academic semester.

      If the final follow-up evaluation results in a rating of "Unsatisfactory," referral of the matter will be made to the appropriate Vice President who will consult with the Vice Chancellor of Human Resources and Employee Relations to determine what further action, if any, is warranted..

D. Timeline for Tenured Faculty Evaluation
  1. Weeks 16-18 of fall semester:
     a. At the end of the fall semester, three to five tenured faculty members (number depends on size of division and number of evaluations, diversity among group) are recommended by division faculty and approved by the Division Dean/Responsible Administrator.
     b. The Division Dean/Responsible Administrator forwards them to the Academic Senate for approval.

  2. Weeks 1-4 of spring semester:
     a. The Evaluation Guidance Committee provides evaluation orientations for Evaluation Committee members and evaluees during Weeks 1 and 2.
     b. The Evaluation Committee selects a chair, establishes its schedule of work, notifies the evaluee, arranges for conduct of student questionnaires (Division Office secures forms), and requests assessments from the Dean/Responsible Administrator and evaluee.
     c. If the evaluation is comprehensive, an evaluator for each evaluee is agreed upon by the Dean/Responsible Administrator and the evaluee.
     d. In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

  3. Weeks 5-12 of spring semester:
     a. Evaluator begins observations as early as Week 5 and completes them by Week 12.
     b. If the evaluation is comprehensive, the evaluee shall provide the evaluator, prior to the evaluation, with materials and/or documents necessary to provide a context for the class observation.
     c. If applicable, student questionnaires are administered by Week 10 and shared with the evaluee at the last meeting of the Committee.
     d. If the evaluation is comprehensive, individual committee members discuss their observation with the evaluee and provide an overview of the student questionnaires to the evaluee within ten workdays of the observation. The tabulated student questionnaires will be made available to the evaluee after grades are posted.
     e. If the evaluation is comprehensive, the evaluee completes and submits a portfolio to her/his division office by Week 11.
     f. The evaluee completes and submits the mandatory self-assessment to the evaluee's division office by Week 12.

  4. Weeks 13-17 of spring semester:
     a. The Dean/Responsible Administrator completes the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities (if appropriate) by Week 13.
     b. Prior to meeting with the evaluee, the Committee meets to review the results of the evaluation process and reaches its recommendation.
     c. The Committee meets with the evaluee to inform her/him of the Committee's recommendations; if the evaluee receives an overall rating of "Needs Improvement" or "Unsatisfactory" on the evaluation summary, the Committee develops with the evaluee a Performance Improvement Plan and schedules a follow-up evaluation for the next academic year.
     d. The Evaluation Committee prepares an evaluation summary and submits the results to the appropriate Vice President on the Evaluation Summary form, which indicates whether or not

the evaluation is satisfactory and states any commendations and recommendations from the Evaluation Committee to the evaluee, by Week 17 of the spring semester.

e. The appropriate Vice President reviews materials and forwards copies to the evaluee, the evaluee's personnel file, and the Dean/Responsible Administrator.

f. The Dean/Responsible Administrator records results, schedules the next evaluation, and confers with the evaluee as needed.

E. Division Dean/Responsible Administrator's Role

1. Faculty evaluation is essentially a peer process. For that reason, the Division Dean/Responsible Administrator's role is somewhat limited. However, it is expected that the Dean/Responsible Administrator will support faculty and help them to achieve their full potential. The dean should assure that all positive results are clearly communicated and that all negative results are constructively delivered.

2. The Dean/Responsible Administrator facilitates the process of selecting peer evaluators and identifies those who need to be evaluated. The Dean/Responsible Administrator assists the Evaluation Committee by ensuring that Student Questionnaires are tabulated; Student Questionnaire results will be available through a passcode-protected hyperlink on the District website. The Dean/Responsible Administrator provides a written assessment of the evaluee, focused primarily on non-teaching responsibilities such as committee work and professional development activities.

VI.   Evaluation Procedures—Tenure-Track Faculty

A.   Tenure Evaluation Committee:

1. Each Tenure Evaluation Committee shall be division-based and comprised of four tenured faculty members and one Division Dean/Responsible Administrator, and shall elect its own Chair from among the four faculty members. Each division shall determine the number of Tenure Evaluation Committees needed for the evaluation of tenure-track faculty. All tenured faculty members of a division constitute the initial pool of potential committee members.

2. Committee members shall be chosen from within the division, if possible, and at least one of the four faculty members shall be a "discipline expert" chosen in a collaborative process by the Division Dean/Responsible Administrator and the tenured faculty members appropriate to the discipline of the evaluee. If no discipline expert is available from the evaluee's campus, a discipline expert from one of the other two colleges in the District or from another community college district or from the community (retiree), in that order, shall be selected. In the case of unique programs or extreme circumstances, one committee member may be a practicing professional from the community. If a discipline expert from the above pools is not available, a tenured faculty member from a related discipline may serve as the discipline expert. If a discipline expert from the above sources subsequently becomes available, the expert from the related discipline will be the first to rotate off of the committee.

3. Three of the Evaluation Committee members are permanent: the Chair, the discipline expert, and the Division Dean/Responsible Administrator. If the chair also serves as the discipline expert, one other tenured faculty member shall also be a permanent committee member. Two tenured faculty members shall rotate onto the Committee in years three and four as follows:

Years 1 and 2:
(A) Chair; (B) Discipline Expert (or tenured faculty member serving a four-year term, if the Chair also serves as the Discipline Expert); (C) Dean/Responsible Administrator; (D) tenured faculty member serving a three-year term for Years 1-3; (E) tenured faculty member serving a two-year term for Years 1-2.

Year 3:
(A) Chair; (B) Discipline Expert (or tenured faculty member serving a four-year term, if the Chair also serves as the Discipline Expert); (C) Dean/Responsible Administrator;, (D) tenured faculty member serving a three-year term for Years 1-3; (F) new tenured faculty member serving a two-year term for Years 3-4.

Year 4:
(A) Chair; (B) Discipline Expert (or tenured faculty member serving a four-year term, if the Chair also serves as the Discipline Expert); (C) Dean/Responsible Administrator; (D) tenured faculty member serving a two-year term for Years 3-4; (E) new tenured faculty member serving a one-year term for Year 4.

4. Evaluation committees should strive to have a diverse membership; moreover, committee members will be provided a Faculty Evaluation Committee Orientation document prepared by the Office of Human Resources that addresses non-discrimination and diversity during the evaluation orientation.

5. If a faculty member of the Evaluation Committee is unable to complete her/his assigned term, a new member will be selected by the remaining members of the Committee to serve the remainder

of the term. If the Dean/Responsible Administrator is unable to complete the assigned term, the Dean/Responsible Administrator's successor shall serve on the Committee.

B.   Roles of the Tenure Evaluation Committee, Responsible Vice President, and College President

1.   Tenure Evaluation Committee:

a.   Members of the Tenure Evaluation Committee have an obligation to uphold the confidentiality of the evaluation process, uphold the principles of inclusivity, promote and respect diversity, attend all meetings, and conduct fair and unbiased evaluations for the purpose of reaching an evaluation decision. The Evaluation Guidance Committee will offer orientation regarding the evaluation procedures to all committee members and evaluees.

b.   The Tenure Evaluation Committee has the following responsibilities:

1)   to follow the procedure outlined herein;
2)   to meet with the evaluee to review criteria and methods of evaluation and the timelines of the evaluation process;
3)   to gather and review all data obtained by the various evaluation methods employed;
4)   to meet with the evaluee to discuss evaluation results and develop a plan for professional growth;
5)   to complete Observation, Portfolio Review, and Evaluation Summary forms with commendations and recommendations as appropriate;
6)   to determine an evaluation recommendation; and
7)   to forward their recommendation to the responsible Vice President.

c.   The chair will coordinate the above activities with the support of the Division Dean/Responsible Administrator.

2.   Responsible Vice President

a.   The responsible Vice President shares the obligation to uphold the confidentiality of the evaluation process and the principles of inclusivity and academic freedom; to promote and respect diversity; to assure fair and unbiased evaluations for the purpose of reaching an evaluation decision; and to maintain those educational principles that promote a quality faculty member in her/his area of responsibility.

b.   The responsible Vice President has the following responsibilities:

1)   to monitor and assure compliance with evaluation procedures, due process, District Policies and Procedures, and timelines;
2)   to review the recommendation of the Tenure Evaluation Committee for both process and substance;
3)   to meet with the Tenure Evaluation Committee to discuss any difference of opinion within the Tenure Evaluation Committee and forward her/his own recommendation and that of the Tenure Evaluation Committee to the College President.

3.   College President

a.   The College President shares the obligation to uphold the confidentiality of the evaluation process and the principles of inclusivity and academic freedom; to

12

promote and respect diversity; to assure fair and unbiased evaluations for the purpose of reaching a tenure decision; and to maintain those educational principles that promote a quality faculty member in her/his area of responsibility.

b.   The College President has the following responsibilities:

1)   to meet with the responsible Vice President and Tenure Evaluation Committee if there is disagreement between the Vice President and the Committee regarding the evaluation decision, or if the President disagrees with the Vice President and Tenure Evaluation Committee regarding the evaluation decision;

2)   to make the final recommendation via the Chancellor to the Board to award or deny tenure or grant a subsequent contract; and

3)   to notify the Committee, the Vice President, and the evaluee of his or her recommendation via the Chancellor to the Board.

C.   Procedures for Tenure Review

1. The tenure review process begins the first fall semester of employment. Tenure recommendations shall be linked to rigorous evaluation in the first four years of employment. Tenure-track faculty will be evaluated each of the four years even though a single contract covers the third and fourth years. During the entire tenure review process, and, in particular, during the evaluee's third year, a tenured faculty member from within the division will provide mentoring to the evaluee.

2. The following methods will be required to evaluate faculty performance against the criteria stated in Section III:

a.   Faculty Who Teach in the Classroom/Online

1)   Classroom/Online Observation
2)   Student Questionnaire
3)   Faculty Portfolio
4)   Mandatory Self-Assessment
5)   Division Dean/Responsible Administrator Observation
6)   Division Dean/Responsible Administrator Assessment of Non-Teaching Responsibilities

b.   Counselors, Faculty Coordinators, Librarians, Nurses, and other Student Services Faculty

1)   Observation
2)   Student Questionnaire
3)   Faculty Portfolio
4)   Mandatory Self-assessment
5)   Division Dean/Responsible Administrator Observation (as appropriate)
6)   Dean/Responsible Administrator Assessment of Non-Teaching Responsibilities

c.   Observation

1)   The faculty members of the Tenure Evaluation Committee will observe and assess the performance of the evaluee. This assessment may take place in the classroom, at the service site, or through observation of digital recordings of actual classroom presentations, counseling sessions, etc. They will take into consideration any of the evaluee's comments regarding the observation, particularly her/his explanation of how the events observed by her/his evaluators relate to the goals and objectives of

her/his professional activities, before they formulate a written report of their individual judgments of the evaluee's performance.

2)   In order to enable evaluation of online classes, the evaluators will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluators will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluators may meet with the evaluee prior to the observation.

3)   The evaluee will provide class dates that are inappropriate for observation (e.g., exams, student presentations, field trips, guest speakers, films), on which the evaluators will not visit the class. The evaluators will not participate in class activity.

4)   The evaluators will make only limited comments immediately after an observation (e.g., "I enjoyed sitting in on your class" or "Thanks for letting me observe") and will wait for all of the observations (if more than one) to be completed before making commendations and possible suggestions for improvement. However, an evaluator may ask the evaluee to explain or clarify why she/he did certain things in class, or to clarify the subject matter presented (e.g., "Is it correct to assume that most of what you were doing today was review?"; "I noticed that several students came in late. What are the expectations about attendance and what have you told your students about the consequences about being absent or late?").

5)   Within ten days after the observations, the evaluators will meet individually with the evaluee to discuss their observations before submitting their findings to the chair of the Tenure Evaluation Committee. The evaluee may record any unresolved disagreement with the evaluation in the "Evaluee's Comments" section of the Observation form; this allows the Tenure Evaluation Committee as a whole to consider both the evaluators' and evaluee's points of view.

d.   Student Questionnaire

The Tenure Evaluation Committee shall use the appropriate "Student Questionnaire" (https://surveys.smccd.edu/n/PETFSurvey.aspx) in Section IX to gather information from students.

e.   Faculty Portfolio

1)   The faculty member shall supply a well-organized, comprehensible, and succinct faculty portfolio in hard copy or as a PDF to the Chair of the Evaluation Committee, which shall include those items set forth in the appropriate Portfolio Review Form.

2)   The intent of the Faculty Portfolio is to assist the Tenure Evaluation Committee in understanding the instructional methodologies being employed in the courses currently taught by the evaluee.

3) Each evaluator shall use the Portfolio Review Form to record her/his findings regarding the evaluee's portfolio. When the form is completed, the evaluator will forward the form to the chair of the Evaluation Committee (along with any written comments received from the evaluee, as indicated by the Portfolio Review Form).

4) The information provided in a portfolio is confidential and may become part of the evaluee's personnel file. This portfolio information cannot be used outside the evaluation process without permission of the evaluee. Only current information (concerning activities of the past three years) will be considered in the evaluation process.

f. Mandatory Self-Assessment

The evaluee completes the appropriate Mandatory Self-Assessment form set forth in Section IX.

g. Division Dean/Responsible Administrator Observation

The Division Dean/Responsible Administrator or designee (academic supervisor) will observe and assess the performance of the evaluee. This assessment may take place in the classroom, at the service site, or through observation of digital recordings of actual classroom presentations, counseling sessions, etc. Audio recordings may be used in special circumstances with the mutual agreement of the Tenure Evaluation Committee and evaluee. The Division Dean/Responsible Administrator or designee will meet and review her/his observations and recommendations with the employee being evaluated. The Dean/Responsible Administrator will take into consideration any of the evaluee's comments regarding the observation, particularly the faculty member's explanation of how the events observed by the evaluator relate to the goals and objectives of her/his professional activities, before the Dean/Responsible Administrator formulates a written report of her/his individual judgment of the evaluee's performance. A written report of the observation will be part of the Committee documentation.

h. Division Dean/Responsible Administrator Assessment of Non-Teaching Responsibilities

The Division Dean/Responsible Administrator completes the Division Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities form.

3. During the first year of employment, tenure-track faculty will be evaluated only on criteria related to their primary assignment.

4. Performance Improvement Plan

NOTE: Most recent evaluation materials will be made available to evaluators responsible for performing follow-up evaluations triggered by a PIP.

a. First-year Evaluation

1) If a first-year tenure evaluation results in a rating of "Needs Improvement" or "Unsatisfactory" in any category or on the Evaluation Summary, the Tenure Evaluation Committee develops with the evaluee a Performance Improvement Plan (PIP) for the next academic year. The PIP will provide focus for the evaluation in the following year.

2) One very important goal of evaluation is professional development through feedback from peers. Mentoring is one way to accomplish this goal, and the Division Dean/Responsible Administrator or the Tenure Evaluation Committee may recommend a mentor to assist the evaluee in making improvements recommended in the PIP. Mentoring is voluntary, and mentors may be selected by the evaluee in consultation with the Tenure Evaluation Committee.

b. Second-year Evaluation

1) If a second-year tenure evaluation results in a rating of "Needs Improvement" in any category or on the Evaluation Summary, the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

2) If a second-year tenure evaluation results in a rating of "Unsatisfactory" in any category, the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

3) If a second-year tenure evaluation results in a second rating of "Unsatisfactory" on the Evaluation Summary, and if the Tenure Evaluation Committee recommends not to enter into a contract for the following academic year, then the matter will be referred to the appropriate Vice President who will consult with the Vice Chancellor of Human Resources and Employee Relations to determine whether continued employment is warranted.

c. Third-year Evaluation

1) If a third-year tenure evaluation results in a rating of "Needs Improvement" in any category or on the Evaluation Summary, the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

2) If a third-year tenure evaluation results in a rating of "Unsatisfactory" in any category, the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

3) If a third-year tenure evaluation results in a Summary rating of "Unsatisfactory," the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

d. Fourth-year Evaluation

1) If a fourth-year tenure evaluation results in a rating of "Needs Improvement" in a category for which a PIP has not been issued in a previous evaluation, the Tenure Evaluation Committee develops with the evaluee a PIP. The PIP will provide focus for the evaluee's first Comprehensive Evaluation as a tenured faculty member.

2) If a fourth-year tenure evaluation results in a rating of "Unsatisfactory" in any category for which a PIP was issued in a previous evaluation or a second consecutive "Unsatisfactory" on the Evaluation Summary, the Tenure Evaluation Committee will forward its determination of tenure denial to the appropriate Vice President.

D. Timeline for Tenure Review

1. Weeks 16-18 of spring semester:
   a. At the end of the spring semester, four tenured faculty members are recommended by division faculty for each tenure-track faculty member's Tenure Evaluation Committee and approved by the Division Dean/Responsible Administrator.
   b. The Division Dean/Responsible Administrator forwards them to the Academic Senate for approval.

2. Weeks 1-4 of fall semester:
   a. An evaluation orientation is held for all committee members during Weeks 1 and 2.
   b. The Committee meets with the evaluee to discuss the process format, objectives, , and expectations.
   c. The Committee establishes a work schedule.
   d. In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

3. Weeks 5-12 of fall semester:
   a. Evaluators begin observations as early as Week 5 and complete them by Week 12. Each committee member observes and reports on her/his observations.
   b. Prior to the observation, the evaluee shall provide the evaluator with materials and/or documents necessary to provide a context for the class observation.
   c. Student questionnaires are administered by Week 10.
   d. Individual committee members discuss their classroom observation and provide an overview of the student questionnaires to the evaluee within ten workdays of the observation. The tabulated student questionnaires will be made available to the evaluee after grades are posted.
   e. The evaluee completes and submits a portfolio to her/his division office by Week 11.
   f. The evaluee completes and submits the Mandatory Self-Assessment to the evaluee's division office by Week 12.

4. Weeks 13-17 of fall semester:
   a. The Dean/Responsible Administrator completes the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities by Week 13.
   b. Prior to meeting with the evaluee, the Tenure Evaluation Committee meets to review the results of the evaluation process and reaches its recommendation.
   c. The Committee meets with the evaluee to inform her/him of the Committee's recommendations and, if the evaluee receives an overall rating of "Needs Improvement" or "Unsatisfactory" on the evaluation summary, develops with the evaluee a Performance Improvement Plan.
   c. The Tenure Evaluation Committee submits its recommendation to the appropriate Vice President, and subsequently to the college president, the seventeenth week of the academic year.

5. Although years three and four are covered by a single contract, evaluations follow this timeline for all four years.

E.   Tenure Review Evaluation Options and Due Process

1.   During the evaluee's first year, the Tenure Evaluation Committee has two recommendation options:

   a. To enter into a contract for the following academic year.
   b. Not to enter into a contract for the following academic year.

2.   During the evaluee's second year, the Tenure Evaluation Committee has two recommendation options:

   a. To enter into a contract for the following two academic years.
   b. Not to enter into a contract for the following two academic years.

3.   During the third year, evaluation procedures are the same as in the first and second years. A tenured faculty member from within the division may provide mentoring to the evaluee if appropriate and available; a PIP may be issued, but no further action will be taken.

4.   During the evaluee's fourth year (before the end of the third contract), the Evaluation Committee has two recommendation options:

   a. Award tenure
   b. Deny tenure

F.   Right to Grievance

The tenure-track faculty member is employed for the first and second years by two one-year contracts. If the Committee recommends non-renewal or if the District non-renews a faculty member after the first or second year, the faculty member has the right to file a grievance, but such grievance must be based solely on a claim that the District or Committee violated, misinterpreted, or misapplied any of its policies and procedures set forth this Policy.

The tenure-track faculty member is employed for the third and fourth years by a single two-year contract. If the Committee recommends denial of tenure during the third or fourth year or if the District denies tenure, the faculty member has the right to file a grievance based on allegations that the District made a negative decision that to a reasonable person was unreasonable, or violated, misinterpreted, or misapplied, any of its policies and procedures set forth in this Policy.

Individuals may pursue their grievances over non-renewal of a contract on their own. The exclusive bargaining agent has no "duty of fair representation" with respect to these grievances.

The grievance procedure is contained in the contract between the Board of Trustees of the San Mateo County Community College District and the San Mateo Community College Federation of Teachers, AFT Local 1493, AFL-CIO.

G. Guidelines for Tenure Evaluation Committee

1. Evaluees must be informed as to what is expected of them during the tenure review process.

2. If weaknesses are observed in a evaluee's performance, specific suggestions detailing precisely what an evaluee needs to do to improve and meet expectations must be identified and recorded on a PIP.

3. At the end of each contract, if a decision is made to retain an evaluee with observed weaknesses, a constructive process must be established through which to carry out the PIP and assist the evaluee.

4. Tenure decisions can only be based upon the Evaluation Criteria specified herein.

5. Decisions cannot be based upon factors unrelated to performance of the evaluee's job.

6. Reviewers must strive to maintain objectivity and ensure that decisions regarding tenure do not contravene established principles of academic freedom.

7. Decisions cannot be based upon an evaluator's or an evaluee's political views, nor can they be made arbitrarily, capriciously, or unreasonably.

VII.   Evaluation Procedures—Adjunct and Grant-Funded♠ Faculty

A.   For each adjunct faculty member to be evaluated, the Division Dean/Responsible Administrator and the evaluee will jointly select one full-time faculty member to conduct the evaluation, preferably from the same or a related department/discipline. If the evaluee and Dean/Responsible Administrator cannot agree on a mutually acceptable evaluator, the selection will be made by the Evaluation Guidance Committee. If an evaluator is not available at a particular college, the Dean/Responsible Administrator may seek a department/discipline-related full-time faculty member from one of the other colleges in the District. All full-time faculty members of the discipline constitute the initial pool of potential faculty evaluators. In addition, the Division Dean/Responsible Administrator conducts the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities.

B.   The Full-Time Faculty Evaluator has an obligation to:

1.   uphold the confidentiality of the adjunct faculty evaluation process and the principles of inclusivity and academic freedom; promote and respect diversity; and conduct fair and unbiased evaluations;
2.   communicate with the adjunct faculty member, prior to the start of the process, to review evaluation criteria, methods, and procedures;
3.   conduct a classroom observation and online observation (if applicable), and/or performance assessment and complete all related forms;
4.   administer student questionnaires;
5.   review the adjunct faculty's portfolio and self-assessment;
6.   meet (face-to-face, if possible) with the adjunct faculty member to discuss the results of the classroom observation, online observation, or performance assessment, as appropriate, and student questionnaires;
7.   complete the Observation, Portfolio Review, and Evaluation Summary forms with commendations and recommendations as appropriate;
8.   meet with the adjunct faculty member and Division Dean/Responsible Administrator to discuss all evaluation materials and prepare a Performance Improvement Plan if the determination of the evaluator is that the adjunct faculty member "Needs Improvement" or that her/his performance is "Unsatisfactory"; and
9.   prepare, with the Division Dean/Responsible Administrator, a joint evaluation recommendation.

C.   The Division Dean/Responsible Administrator has an obligation to:

1.   uphold the confidentiality of the adjunct faculty evaluation process and the principles of inclusivity and academic freedom; promote and respect diversity; and conduct fair and unbiased evaluations;
2.   maintain those educational principles that promote a quality faculty member in her/his area of responsibility;
3.   monitor adjunct faculty evaluation to assure compliance with District Policy and Procedures;
4.   determine and report on whether the adjunct faculty member submits grades and other information in a complete, accurate, and timely manner, is respected by colleagues and students, and fulfills professional responsibilities (refer to Criteria for Evaluation);
5.   conduct a classroom observation, online observation, or performance assessment at her/his own discretion or at the request of the peer evaluator or evaluee, complete the appropriate forms, and meet with the evaluee to discuss the results;

♠ Throughout this document, procedures and forms used for adjunct faculty also will be used for grant-funded faculty.

6. meet with the adjunct faculty and full-time faculty evaluator to discuss all evaluation materials and prepare a Performance Improvement Plan if the determination of the evaluator is that the adjunct faculty member "Needs Improvement" or that her/his performance is "Unsatisfactory";
7. prepare, with the full-time faculty evaluator, a joint evaluation recommendation; and
8. forward the recommendation to the appropriate Vice President.

D. Adjunct and Grant-Funded Faculty Evaluation Procedures

1. Adjunct faculty will be evaluated in the first term of service (fall, spring, summer).

   a. After the initial evaluation, adjunct faculty who have assignments in fall or spring semesters and whose evaluations meet or exceed expectations shall be evaluated at least once every four (4) semesters (fall, spring) during the following eight semesters of employment. After the eighth semester, faculty shall be evaluated every six semesters provided their evaluations meet or exceed expectations.

   b. After the initial evaluation, adjunct faculty whose evaluations meet or exceed expectations and who have assignments only during the summer shall be evaluated every third summer session.

   c. In accordance with District policy, the evaluations will be completed by the end of the term in which they are begun; see timelines below.

   d. If no full-time tenured faculty evaluator on the evaluee's campus and in the evaluee's division is available during summer session, the Dean/Responsible Administrator will identify an appropriate full-time tenured faculty member from another college in the District to conduct the evaluation. Full-time tenured faculty members who conduct summer evaluations will be paid at the Special Rate for their time. See Appendix B.

2. The following methods will be used to evaluate adjunct faculty performance against the criteria stated in Section III.

   a. Faculty Who Teach in the Classroom/Online

   1) Classroom/Online Observation
   2) Student Questionnaire
   3) Faculty Portfolio
   4) Mandatory Self-Assessment
   5) Division Dean/Responsible Administrator Assessment of Non-Teaching Responsibilities
   6) Division Dean/Responsible Administrator Observation (if applicable)

   b. Counselors, Faculty Coordinators, Librarians, Nurses, and other Student Services Faculty

   1) Observation
   2) Student Questionnaire
   3) Faculty Portfolio
   4) Mandatory Self-assessment
   5) Division Dean/Responsible Administrator Observation
   6) Dean/Responsible Administrator Assessment

c.   Observation

1)   The evaluator shall observe and evaluate as many classes as necessary to cover all teaching modalities represented by the adjunct faculty's assignment. For example, if an adjunct faculty member is teaching online, hybrid, and face-to-face classes, the evaluator shall observe all three. If the adjunct faculty member is teaching only face-to-face or only online classes, the evaluator will observe at least one.

2)   This assessment may take place in the classroom, at the service site, or through observation of digital recordings of actual classroom presentations, counseling sessions, etc. The evaluator will take into consideration any of the evaluee's comments regarding the observation, particularly her/his explanation of how the events observed by her/his evaluators relate to the goals and objectives of her/his professional activities before they formulate a written report of her/his individual judgments of the evaluee's performance.

3)   In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4 of the spring or fall semester; see timeline below for evaluations conducted during summer session. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12 of the spring or fall semester, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

4)   The evaluee will provide class dates that are inappropriate for observation (e.g., exams, student presentations, field trips, guest speakers, films), on which the evaluator will not visit the class. The evaluator will not participate in class activity.

5)   The evaluator will make only limited comments immediately after an observation (e.g., "I enjoyed sitting in on your class" or "Thanks for letting me observe") and will wait for all of the observations (if more than one) to be completed before making commendations and possible suggestions for improvement. However, an evaluator may ask the evaluee to explain or clarify why she/he did certain things in class, or to clarify the subject matter presented (e.g., "Is it correct to assume that most of what you were doing today was review?"; "I noticed that several students came in late. What are the expectations about attendance and what have you told your students about the consequences about being absent or late?").

6)   Within ten days after the observations, the evaluator will meet with the evaluee to discuss her/his observations before submitting her/his findings to the Dean/Responsible Administrator. The evaluee may record any unresolved disagreement with the evaluation in the "Evaluee's Comments" section of the Observation form; this allows the Dean/Responsible Administrator to consider both the evaluator's and evaluee's points of view.

d. Student Questionnaire

The evaluator shall use the appropriate "Student Questionnaire" (https://surveys.smccd.edu/n/PETFSurvey.aspx) in Section IX to gather information from students.

e. Faculty Portfolio

1) The faculty member shall supply a well-organized, comprehensible, and succinct faculty portfolio in hard copy or as a PDF to the evaluator, which shall include those items set forth in the appropriate Portfolio Review Form.

2) The intent of the Faculty Portfolio is to assist the evaluator in understanding the instructional methodologies being employed in the courses currently taught by the evaluee.

3) The evaluator shall use the Portfolio Review Form to record her/his findings regarding the evaluee's portfolio. When the form is completed, the evaluator will forward the form to the appropriate dean (along with any written comments received from the evaluee as indicated by the Portfolio Review Form).

4) The information provided in a portfolio is confidential and may become part of the evaluee's personnel file. This portfolio information cannot be used outside the evaluation process without permission of the evaluee. Only current information (concerning activities of the past three years) will be considered in the evaluation process.

f. Mandatory Self-Assessment

The evaluee completes the appropriate Mandatory Self-Assessment form set forth in Section IX.

g. Division Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities

The Division Dean/Responsible Administrator completes the Division Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities form.

h. Division Dean/Responsible Administrator's Observation (if applicable)

The Division Dean/Responsible Administrator performs a classroom or online observation or performance assessment and completes all related forms if applicable. See VII.C.5 above.

E. Overall Evaluation

1. An adjunct faculty member receiving an overall evaluation of "Unsatisfactory" in their first semester of service will not be renewed for employment.

2. An adjunct faculty member receiving an overall evaluation of "Needs Improvement" or "Unsatisfactory" after a previous "Exceeds Expectations" or "Meets Expectations" rating will be given a Performance Improvement Plan (PIP) to follow for the next academic semester in which

they have an assignment. Upon the request of the evaluee or an AFT representative, a new evaluator may be chosen to conduct the follow-up evaluation(s).

3. Most recent evaluation materials will be made available to evaluators responsible for performing follow-up evaluations triggered by a PIP.

4. A second evaluation will be conducted in the next academic semester and, if a second "Needs Improvement" results, the adjunct faculty member will be given one more opportunity for evaluation.

5. If a third evaluation results in a "Needs Improvement" or an "Unsatisfactory," the adjunct faculty member will not be renewed for employment.

F. Right to Grievance

An adjunct faculty member has the right to file a grievance, but such grievance may only be based solely on a claim that the District violated, misinterpreted, or misapplied the procedural aspects this policy.

G. Timeline for Adjunct and Grant-Funded Faculty Evaluations (Fall/Spring)

1. Weeks 1-4:
a. An evaluation orientation is held for all evaluators and evaluees during Weeks 1 and 2.
b. The evaluator meets with the evaluee to discuss the process format, objectives, and expectations.
c. In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

2. Weeks 5-12:
a. The evaluator begins her/his observation(s) as early as Week 5 and completes them by Week 12. The evaluator observes and reports on her/his observations. If the observation results in a rating of "Unsatisfactory," the evaluator reports to the Division Dean/Responsible Administrator and requests her/him or a full-time tenured faculty member as her/his designee to conduct an additional observation.
b. Prior to the observation, the evaluee shall provide the evaluator with materials and/or documents necessary to provide a context for the class observation.
c. Student questionnaires are administered by Week 10.
d. The evaluee completes her/his portfolio and the Mandatory Self-Assessment form and submits them to the evaluee's division office by Week 11.
f. The evaluator discusses her/his classroom observation and the evaluee's portfolio and Mandatory Self-Assessment and provides an overview of the Student Questionnaires to the evaluee no later than Week 12. The tabulated Student Questionnaires will be made available to the evaluee after grades are posted.

3. Weeks 13-17:
a. The Dean/Responsible Administrator completes the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities by Week 13.
b. The evaluator meets with the evaluee to inform her/him of her/his recommendations and, if the evaluee receives an overall rating of "Needs Improvement" on the evaluation summary, develops with the evaluee a Performance Improvement Plan.

c. The evaluator submits her/his recommendation to the Division Dean/Responsible Administrator, and subsequently to the Vice President of Instruction and the College President by Week 17 of the academic year.

d. If the evaluator's observation triggers an additional observation by the Division Dean/Responsible Administrator, and there is disagreement over the outcomes of their respective observations, the matter is referred to the Evaluation Guidance Committee.

H. Timeline for Adjunct and Grant-Funded Faculty Evaluations (For those with ONLY Summer Session assignments)

1. Week 1-2:
a. The evaluator meets with the evaluee to discuss the process format, objectives, and expectations.
b. In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 2. The evaluator will have access to the evaluee's online class(es) during Weeks 2-6, but will be able to evaluate materials for Week 1 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

2. Weeks 3-5:
a. The evaluator begins her/his observation(s) as early as Week 3 and completes them by Week 5. The evaluator observes and reports on her/his observations. If the observation results in a rating of "Unsatisfactory," the evaluator reports to the Division Dean/Responsible Administrator and requests her/him or a full-time tenured faculty member as her/his designee to conduct an additional observation the following summer session.
b. Prior to the observation, the evaluee shall provide the evaluator with materials and/or documents necessary to provide a context for the class observation
c. Student questionnaires are administered by Week 4.
d. The evaluee completes her/his portfolio and the Mandatory Self-Assessment form and submits them to the evaluee's division office by Week 5.
e. The evaluator discusses her/his classroom observation and the evaluee's portfolio and Mandatory Self-Assessment and provides an overview of the Student Questionnaires to the evaluee no later than Week 5. The tabulated Student Questionnaires will be made available to the evaluee after grades are posted.

3. Week 6:
a. The Dean/Responsible Administrator completes the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities by Week 6.
b. The evaluator meets with the evaluee to inform her/him of her/his recommendations and, if the evaluee receives an overall rating of "Needs Improvement" (or "Unsatisfactory" if the evaluee has a previous "Exceeds" or "Meets Expectations" rating) on the evaluation summary, develops with the evaluee a Performance Improvement Plan.
c. The evaluator submits her/his recommendation to the Division Dean/Responsible Administrator, and subsequently to the Vice President of Instruction and the College President by Week 6 of the summer session.
d. If the evaluator's observation triggers an additional observation by the Division Dean/Responsible Administrator, and there is disagreement over the outcomes of their respective observations, the matter is referred to the Evaluation Guidance Committee.

VIII.   Evaluation Procedures for Coordinators, Nurses, and Healthcare Providers

A.   Evaluations of Coordinators will follow the general procedures for tenured, tenure-track, and adjunct faculty as appropriate, with two exceptions:

1. Deans/Responsible Administrators will evaluate Coordinators. If the Dean/Responsible Administrator's evaluation results in an overall rating of "Unsatisfactory" or "Needs Improvement," a full-time faculty member will be identified to perform a follow-up evaluation.

If the Dean/Responsible Administrator's evaluation triggers an additional evaluation by a full-time faculty member, and there is disagreement over the outcomes of their respective evaluations, the matter is referred to the Evaluation Guidance Committee for resolution.

2. Faculty who both teach and coordinate will be evaluated on both aspects of their assignment utilizing the appropriate forms and corresponding procedures.

B.   Evaluations of Nurses and Healthcare Providers will follow the general procedures for tenured, tenure-track, and adjunct faculty as appropriate, with one exception: the Health Services Director will observe Nurses and Healthcare Providers. If the Health Services Director's observation results in an overall rating of "Unsatisfactory" or "Needs Improvement," a full-time faculty member from the Nursing program will be identified to perform a follow-up observation.

If the Health Services Director's observation triggers an additional observation by a full-time faculty member from the Nursing program, and there is disagreement over the outcomes of their respective observations, the matter is referred to the appropriate Vice President for resolution.

IX. Evaluation Forms

Forms and instructions are split into sections and can be downloaded as fillable PDF documents from the Human Resources SharePoint site. Clicking on the links below will take you directly to the relevant document.

A. Tenured, Tenure-Track, and Adjunct Faculty
1. Classroom Observation Form
2. Online Class Observation Form
3. Instructions for Administering Student Questionnaire (Classroom)
4. Instructions for Administering Student Questionnaire (Online)
5. Student Questionnaire (Classroom/Online)
6. Portfolio Review Form
7. Mandatory Self-Assessment Form
8. Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities

B. Faculty Coordinator
1. Evaluation Form
2. Portfolio Review Form
3. Mandatory Self-Assessment Form.

C. Counselor
1. Observation Form
2. Student Questionnaire (Academic Counselor)
3. Student Questionnaire (Psychological Services Counselor)
4. Portfolio Review Form
5. Mandatory Self-Assessment Form
6. Dean/Responsible Administrator's Assessment of Professional Responsibilities

D. Evaluation Forms—Librarian
1. Faculty Questionnaire—Instruction
2. Observation Form—Reference or Other Public Service
3. Student Questionnaire—Reference Librarian
4. Student Questionnaire—Library Instruction
5. Portfolio Review Form.
6. Mandatory Self-Assessment Form
7. Dean/Responsible Administrator's Assessment of Professional Responsibilities

E. Evaluation Forms—Nurse or Other Healthcare Provider
1. Observation Form
2. Student Questionnaire
3. Portfolio Review Form.
4. Mandatory Self-Assessment

F. Evaluation Summary Forms
1. Evaluation Summary for Tenured Faculty
2. Evaluation Summary for Tenure-Track Faculty
3. Evaluation Summary for Adjunct and Grant-Funded Faculty

G. Performance Improvement Plan (PIP) Form

H. Faculty Evaluation Committee Orientation Document

Appendix II
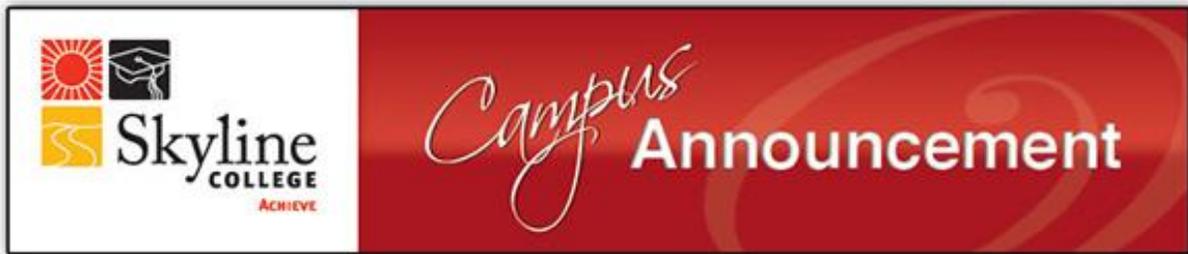
Dear Skyline College Community:

Our College District is embarking on a strategic planning process this semester that will be concluded in the spring. This new process provides us with an opportunity to consider environmental trends that affect us; analyze student, demographic and workforce data; consider the changes the Colleges have experienced in recent years; and address the challenges we face ahead. Your involvement is both requested and critical in this strategic planning effort.

Early this semester, the District Strategic Planning Council heard from our planning consultant, Dr. Rick Voorhees, about options and alternatives for strategic planning. The process, endorsed by the Strategic Planning Council, puts the District on a "fast track" and will conclude with a written plan for review by all members of the campus community in late April. The process includes strategy sessions at each College at which the data and information produced as part of this process will be considered. Your participation and input are solicited. You will hear more about this process during the year; listed below is a preliminary calendar for the process:

- **Tuesday, September 30 at 2:00 p.m.:** Initial Strategy Session at Skyline College to review Planning Assumptions, Environmental Scan and other documents
- **October**: Environmental Scan, Planning Assumptions and other information reviewed and posted to webpage
- **November/ December**: Review internal and external data with Strategic Planning Taskforce
- **December**: Internal and external strategy sessions (external data). Dates and times to be announced.
- **Early February**: Internal and external strategy sessions. Dates and times to be announced.
- **Late March**: Internal and external strategy sessions (preliminary goals and strategies). Dates and times to be announced.
- **Late April**: Draft strategic plan ready for review
- **Early May**: Feedback finalized. Final plan delivered

You are invited to attend the Initial Strategy Session on Tuesday, September 30, from 2:00 – 4:00 p.m. in Room 6202-6206 at Skyline College where we will review the strategic planning process, planning assumptions and the draft environmental scan.

Your insights, ideas and vision will help us develop a data-driven strategic plan that will allow the College District and its stakeholders to meet the challenges ahead.

If you have any questions, or would like additional information, please contact Aaron McVean, Dean of Planning, Research and Institutional Effectiveness at office phone (650) 738-4454, mobile phone (530) 318-6117 or email mcveana@smccd.edu.

**Mission:
To empower and transform a global community of learners.**

San Mateo Community College District
Planning Assumptions for Strategic Planning
September 2014

Planning assumptions are statements that shape the planning process and create a shared future vision. The assumptions below will be used throughout the San Mateo County Community College District's Strategic Planning process.

1. The success of current and future learners is paramount.

2. The District's available resources will enable the Colleges to create new educational opportunities.

3. The District and Colleges will actively pursue a variety of strategies to assure the ongoing fiscal integrity of the operation, including new resource development.

4. Access and student equity are key values that drive development of academic programs and student services. Educational delivery modes must address the needs of all students, including underserved and underrepresented populations.

5. The District promotes the seamless integration of education at all levels--from K-12 through higher learning--and will actively pursue initiatives to eliminate unnecessary barriers.

6. The Colleges will continue to deliver relevant and effective programs for transfer education, workforce development and the acquisition of basic skills necessary to pursue higher learning.

7. The District will explore means to create clear and efficient pathways for students to attain their educational aspirations.

8. Through contract education and community education, as well as other program modes, the District is committed to serve the lifelong learning and personal enrichment needs of County residents.

9. The District will seek out and hire the very best faculty and staff and provide robust professional development opportunities that keep employees current in their fields of study and practice.

10. The District will continue to modify, renew and/or rebuild facilities and technology to support effective teaching and learning in the 21st Century.

11. The District values collaboration with other organizations in the community that support student success and educational attainment.

12. The District and its Colleges will continue to be accountable to taxpayers for effective deployment of resources.

13. The District is committed to being a central hub of intellectual, cultural, social, economic, and health and wellness programs and services that attract the San Mateo County community members to our campuses.

14. The District is committed to monitoring and reviewing its progress towards the accomplishment of Strategic Planning goals.

Appendix IIIa

Skyline College Integrated Budgeting Planning Calendar for
FY 2014/15

#	Planning Activity	Link	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Announce current year Annual Strategic Priorities on Opening Day	President		██										
2	Develop current year Annual ALUR	Units			██									
3	Submit ALUR to SPARC	Units			██									
4	Review BSC to determine outcomes during previous year & report to College Council	SPARC				██								
5	Review college wide plans for integration into strategic priorities process	SPARC				██								
6	Prioritize Strategic Priorities for next year (Initial draft)	SPARC				██								
7	Submit next year FTEF Priority Recommendations	FTEFAC to AS				██								
8	Develop Initial Budget Estimates for next year	SPARC					██							
9	Review next year FTEF Priority Recs in consultation with ILT and recommend to VPI	AS & ILT					██							
10	Review next year FTEF Priority Recommendations from AS & submit final rec to President	VPI & VPSS					██							
11	Submit next year Classified & Administrative Hiring Priorities to Cabinet	Units					██							
12	Begin Annual and Comprehensive Instruction and Student Service Program Planning Process	Units					██							
13	Submit next year Tentative Budget Recommendation to College Council then to President	SPARC						██						
14	Re-assess next year Budget Estimates after Governor's Proposal is announced	SPARC							██	██	██			
15	Prioritize Strategic Priorities for next year (2nd draft)	SPARC								██				
16	Perform Program Assessment Analysis	VP's/ Units									██			
17	Continue Annual and Comprehensive Instruction and Student Svc Program Planning Process	Units										██		
18	Submit next year Annual Budget Requests to SPARC	Units										██		
19	Recommend next year Strategic Priorities to College Council	SPARC											██	
20	Review and Distribute Program Review Reports and next year Annual Budget Requests	CC/ SPARC											██	
21	Recommend next year balanced budget to CGC --final recommendation to President	SPARC											██	
22	Submit next year Annual Budget to District	President											██	
23	Submit list of suggested Annual Priorities for next year to President	CGC											██	
24	Complete Outcomes Assessment Section of ALUR	Units												██

Legend

Budget	BSC: Balanced Scorecard	ILT: Instructional Leadership Team
Planning	SPARC: Strategic Planning and Allocation of Resources Committee	
Evaluation/Assessment	CGC - College Governance Council	Units - Programs and Divisions
ALUR: Administrative Leadership Unit Review	CC: Curriculum Committee	VPI: Vice President, Instruction
AS: Academic Senate	FTEFAC: FTE Allocation Committee	VPSS: Vice President of Students

Appendix IIIb

San Mateo County Community College District

January 22, 2014

BOARD REPORT NO. 14-1-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

APPROVAL OF 2014-15 INTEGRATED DISTRICT BUDGET PLANNING CALENDAR

The budget development process for 2014-15 requires formulation of a budget calendar. Included in the 2014-15 calendar is consultation with the District Committee for Budget and Finance, which is a subcommittee of the District Participatory Governance Council in matters relating to finance.

The calendar provides timelines for planning, discussions and decisions by the Board, and concludes with adoption of the Final Budget for 2014-15 on September 10, 2014.

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached 2014-15 Integrated District Budget Planning Calendar.

Integrated District Budget Planning Calendar, 2014-15

Date	Campus & District Review/Action	Committee for Budget and Finance Consultation	Board Review/Action
September 2013	Colleges Finalize Spring 2014 Schedule of Classes		
September	College Budget and Planning committees convene Review priorities, budget goals for current year and accomplishments from past year	District Committee on Budget and Finance convenes	
September - October	Develop program plans and discuss strategies for 14-15 Review external audit reports and audit findings		
October - November	College Budget and Planning committees - Develop college budget goals for 2014-2015 - Review District prelim resource allocation Faculty Obligation Number report due to the State		
October – December	College Budget and Planning committees - Submit hiring priorities - Committees submit tentative recommendation for 2014-15 that includes number of positions to be funded	Review of Budget Calendar, discussion of budget strategies and resource allocation, and budget development process	
January 10	Governor's 2014-15 Budget Proposal		
January – February	College Budget and Planning committees Review 2013-14 expenditures	Review/revise draft of Budget and Planning Calendar Review and reassess estimates of 2014-15 Governor's Budget proposal and discussion of District revenue and expenditure implications (inform DPGC at its next meeting).	Approval of 2014-15 Budget Calendar, review of Governor's Budget, review of State and District revenue and expenditure implications, and discussion of program and operational priorities. Presentation of prior year external audit reports and audit findings
January – February	Chancellor's Council Discussions of budget strategies and allocations.	Continuing discussion of State budget and District revenue/expenditure options.	Board policy discussions/decision regarding budget adjustments which impact existing and/or new positions.
January/ February	Ongoing State budget hearings Legislative Analyst's Office Review of Governor's Proposed Budget		

Date	Campus & District Review/Action	Committee for Budget and Finance Consultation	Board Review/Action
February	Colleges Finalize Summer Session 2014 Schedule of Classes	Review of preliminary District revenue assumptions and expenditure plans.	Board retreat – Review of preliminary District revenue assumptions and expenditure plans.
February	"P1" First Principal Apportionment	Review apportionment and District Controller certifies to State Controller	
February/ March	Discussion of budget priorities at Colleges and with Chancellor's Cabinet.	Review of 2013-14 Mid-Year Budget Report	Approval of 2013-14 Mid-Year Budget Report
March - May	Departments submit budget requests for 2014-15 to College Budget Committees College Budget committees review requests		
March	Colleges Finalize Fall 2014 Schedule of Classes	Review of Board budget priorities and Districtwide allocations (inform DPGC at its next meeting).	Review/approval of 2014-15 budget priorities and Districtwide allocations.
Mid-March - April	Run preliminary position control worksheets for 2014-15 Colleges ongoing review of position control		
March – April	College Budget and Planning committees • Preliminary current year 2013-14 ending balance estimates Colleges prepare for current year external audit		Budget updates with Board; review budget assumptions for Tentative budget. Board Goals for 2014-2015
Mid-May	Governor's May Revise		
May	Review of Governor's May Revise	Review of Governor's May Revise (inform DPGC at its next meeting).	Governor's May Revise; budget priorities, goals and objectives.
May	Site Tentative Budgets completed. Work resumes developing final budget after tentative budget is loaded.	Review of Fiscal Management Self-Assessment Checklist	
June	District Office completes budget input and prepares Tentative Budget document	Review of 2014-15 Tentative Budget	
June 25			Adoption of 2014-15 Tentative Budget and 2014-15 Gann Limit.
June	"P2" Second Principal Apportionment	Review apportionment and District Controller certifies to State Controller	
June-August	Final adjustments to budget are made.	Committee is updated throughout the summer on major budget changes	

Date	Campus & District Review/Action	Committee for Budget and Finance Consultation	Board Review/Action
July	Enactment of 2014-15 State Budget		
August	Legislative Trailer Bills		
August	State Budget Workshop (held after Advance)		
August	2013-14 books are closed. District Office completes budget input and prepares Final Budget document.		
September 2014			Public hearing and Adoption of 2014-15 Final Budget.

Appendix IV

2014/15 Final Budget

September 10, 2014

2014/15 Budget Assumptions – General Fund

- Property Tax Increase: 5.82%
- Enrollment Increase: Resident 0%, International 20%
- RDA: Continue ongoing, no one-time
- Prop. 30: Now in year 3 of 7
- Measure G: Spending down carryover

Year to Year: Fund 1 Revenues

	13/14 Budget	14/15 Budget	Variance
Property Taxes	$101,852,855	$107,075,324	$5,222,469
Student Fees	$10,076,492	$8,931,647	($1,144,846)
RDA Funds	$3,743,832	$5,878,917	$2,135,085
Nonres. Tuition	$2,474,413	$3,170,438	$696,025
Prop 30	$3,896,442	$1,961,037	($1,935,405)
Other Rev/Tsfrs	$8,254,979	$7,696,188	($558,791)
Total	$130,299,013	$134,713,550	$4,414,537

Year to Year: Fund 1 Expenses

	13/14 Budget	14/15 Budget	Variance
Salaries & Benefits	$111,478,614	$121,395,948	$9,917,334
Materials & Operating	$29,173,133	$21,398,123	($7,775,010)
Capital Outlay	$198,449	$100,730	($97,719)
Transfers/Other	$2,637,632	$2,515,561	($122,071)
Total	$143,487,828	$145,410,362	$1,922,534

Year to Year: Fund 1

	13/14	14/15	
	Budget	Budget	Variance
Net Change	($13,188,815)	($10,696,812)	$2,492,003
Beginning Fund Balance	$19,703,765	$20,124,128	$420,363
Ending Fund Balance	$6,514,950	$9,427,316	$2,912,366

Community-Supported Status

State Revenue Limit	$96,892,523
Property Taxes	$107,075,324
Student Fees	$8,931,647
RDA Funds	$5,878,917
Community Revenues	$121,885,887
Revenue over Limit	$24,993,364

Increased Categorical Funds

Program	State Funding	District Funding
SSSP	$196.6M ($100 new)	Unknown
Student Equity	$70M	$822,568
DSPS	$114.2M ($30M new)	Unknown
Scheduled Maint/Instructional Equip	$148M	$2,495,672

Resource Allocation

▸ Revised model tweaked some
▸ De-emphasizes FTES as the measurement
▸ Emphasizes "Demonstrated Need" as a mechanism for promoting innovation and strategies tied to our educational master plans and strategic plans
▸ When approved, will be implemented for 15/16 budget

PERS and STRS Increases

- 14/15 Increase: $350K
- 15/16 Increase: $1M
- Rates increasing to 20/21

	13/14	20/21
PERS	11.442%	20.40%
STRS	8.25%	19.10%

Retirement Trust Fund

Change In Portfolio

Portfolio Value on 12-31-13	$47,610,843
Contributions	5,000,000
Withdrawals	0
Change in Market Value	1,724,977
Income Received	666,694
Portfolio Fees	-109,219
Portfolio Value on 07-31-14	$54,893,295

Other Issues

- Accreditation
- Measure G
- RDAs
- Reserves
- 50% Law

Questions?

District Committee on Budget & Finance
Meeting Notes
September 16, 2014

Budget Update
Kathy Blackwood made a budget presentation to the SMCCCD Board on September 10, 2014, see PowerPoint presentation. Some of the highlights are:

- Property Tax is about 80% of our funding and the property tax increase for 14/15 is estimated at 5.82%
- Enrollment has not increased for residents, but up by an estimate of 20% for international students
- We continue to get funding from the Redevelopment Agency (RDA)
- Prop. 30 – The state is currently in year 3 of 7. Revenue will drop after FY 15/16 because the sales tax will be reduced December 2015. We will continue to get $100 per FTES per year through the 7 year period.
- District refinanced our Bonds from 2001 and 2005, totaling about $127.5M, getting a reduction in the interest rate. This will save the tax payers about $20.5M
    - This was made possible because SMCCCD has received a AAA rating from Standard & Poor's Rating Services and from Moody's
    - AAA – Definition – Obligation rated AAA are judged to be of the highest quality, subject to the lowest level of credit risk (highest rating)
- Revenue and expenses were reviewed, see presentation for figures
- Community – Supported Status continues: SMCCCD is $25M over the state revenue limit
- PERS and STRS are increasing each year through the 20/21 FY
    - 14/15 will see a $350K increase
    - 15/16 will see a $1M increase
    - It will continue to increase each year through 20/21, when PERS will be 20.4% and STRS will be 19.1%
- The District Retirement Trust Fund is currently 60% funded.
- Measure G ended in June 2014. We saved funds from FY 13/14 to carry us through the FY 14/15.
- For 14/15 SMCCCD has a cash reserve of 7%

Resource Allocation
Kathy Blackwood distributed two handouts regarding the status of the changes to the resource allocation model, see documents.

- The District has been working with the Cabinets from all 3 colleges throughout the summer
- Resources will not be determined by FTES. Instead there will be a base allocation for each location, the only growth will be related to international students, and there will be an adjustment for demonstrated need.
- Kathy will attend a future meeting to explain the changes

Submitted by: Barbara Lamson and Linda Whitten

Appendix V

Resource Allocation Model – Take Four

August 27, 2014

The purposes for changing our resource allocation model are varied:

- To change to a model based on addressing community needs measured in other ways and not just by state-defined FTES,
- To allocate additional funds to Cañada to address its underlying personnel infrastructure needs,
- To maintain a steady source of funding for CSM and prevent further funding decline, and
- To allow the colleges to continue to serve their communities in innovative ways.

Chancellor's Cabinet and the cabinets of each of the colleges have discussed various solutions over the summer. The current proposal addresses all of the concerns with the current allocation model by:

- Adding $1.3M to Cañada in Step 1, and
- Eliminating the "growth" penalty in Step 4 for all colleges which particularly benefits CSM.
- Adding funds in the Demonstrated Need section in Step 6 for innovation and addressing the college and district plans.

This gives Cañada a permanent boost in its allocation hopefully in a time when additional revenue is significant and can absorb this increase. Eliminating the "growth" penalty addresses the downward spiral that this step in the current allocation model has caused CSM.

The need for funds for innovation is addressed by setting aside funds to be allocated in the Demonstrated Need section in Step 6. These funds would be allocated by the colleges for projects that meet the goals identified in the college and district strategic and educational master plans. These funds will be allocated using procedures such as have been developed for Skyline's President's Innovation Fund or CSM's Initiative Grants. Each project would be evaluated and the program could be adjusted, eliminated or rolled into the college's site allocation as an ongoing part of their site allocation. Those programs not deemed successful would be terminated and the funds would become available for new allocations. This would allow the colleges to explore and innovate, yet have the funds to institutionalize programs that meet our community needs. These funds would also be available to the District Office or Facilities to meet new or challenging needs there. Chancellor's Cabinet would approve the amount and distribution of the funds in this step. As we currently do for Measure G, each of the sites would prepare a brief report on the projects to be included in the succeeding year's budget. As in the past, the District Committee on Budget and Finance will review the allocation model annually, and we can expect any new model to have tweaks in the future!

Resource Allocation: 15/16 Budget Scenario

1. Review Base Allocation and FTES Allocation (should be 80%/20% of funding). If a college should receive additional funding based on the review, allocate that.

Current Allocations are:

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total	
14/15 Site Allocations	$ 32,260,606	$ 18,227,817	$ 31,072,351	$ 12,537,336	$ 10,955,715	$ 27,658,507	$ 132,712,333	(A), (B)
	39.6%	22.3%	38.1%					
14/15 FTES	7,881	4,181	7,074				19,137	
13/14 FTES	7,881	4,181	7,074				19,137	
12/13 FTES	8,158	4,380	7,598				20,136	
11/12 FTES	8,104	4,366	7,531				20,001	
10/11 FTES	8,253	4,763	8,265				21,282	
5 yr average	8,055	4,374	7,509				19,938	(C)
Percent of total	40.4%	21.9%	37.7%					

Adjustment #1 is the one time increase in the Site Allocation for Cañada.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total	
Adjustment #1	$ 1,300,000	$ -					$ 1,300,000	

2. Allocate any increase in Central Services costs.

Based on 15/16 Budget

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total	
Increased Costs						$ 533,772	$ 533,772	(B)

3. Allocate $3.38 per square foot increase over previous year.

Change from Fall 14 to Fall 15 Space Inventory Report

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
					$ -	$ -	$ -

4. Allocate growth based on increase (or decrease) in 3-year FTES average.

Based on FTES Goals for 15/16

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
15/16 FTES	7,881	4,181	7,074				19,137
New 5 yr average	7,981	4,258	7,270			0	19,509
Change in 5 yr average	(74)	(116)	(238)			0	(429)

Allocate growth for international students only per the international student formula.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Growth allocation				$ -		$ -	$ -
International Students	$ 364,672	$ 45,864	$ 234,086				$ 644,622
Total	$ 364,672	$ 45,864	$ 234,086	$ -		$ -	$ 644,622	(D)

5. District Office & Facilities gets 14% and 6% respectively of college growth allocations.

Calculate 15% and 7% of allocations in #4.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Growth allocation				$ -	$ -		$ -
International Students				128,924		(93,796)	35,129
Total	$ -	$ -	$ -	$ 128,924	$ -	$ (93,796)	$ 35,129	(E)

6. Allocate any special amounts agreed upon.

Allocate 14/15 projected step and column increases. Allocate compensation where settled and reserve where not settled.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Step & Column						$ 1,066,811	$ 1,066,811
Compensation						$ 3,908,373	$ 3,908,373
Demonstrated Need					$ -	$ 3,000,000	$ 3,000,000
	$ -	$ -	$ -	$ -	$ -	$ 7,975,184	$ 7,975,184	(A)

7. Allocate any remaining funds across the board (plus or minus).

Assume the district receives 1% growth and no budget stability. Hold aside unallocated resources.
Calculate new base revenue and what is left after allocations 1 through 6.

Prior Year Alloc	$ 132,712,333	14/15 FTES	19,137 (Funded, includes NR & Appren)
Prop Tax Growth	$ 5,139,616	15/16 FTES	19,137 (Estimated actual)
RDA Growth	$ 273,270	Funded Growth	-
Other Revenue	$ 916,794	Deficit budget	
15/16 Revenue	$ 139,042,012	Reserve for futu	-
Increase	$ 6,329,679		
Plus deficit budget/less	$ 10,488,707		
Less allocations:			
1. Adjustment #1	$ 1,300,000		
2. Central Svcs	$ 533,772		
3. Square Footage	$ -		
4. Growth	$ 644,622		
5. DO & Facilities	$ 35,129		
6. Special Allocations	$ 7,975,184		
	$ 10,488,707		
Available for allocation	$ 0		

(B)

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
14/15 Site Allocations	$ 32,260,606	$ 18,227,817	$ 31,072,351	$ 12,537,336	$ 10,955,715	N/A	$ 105,053,825
% of Total	31%	17%	30%	12%	10%		
Adjustment #7	$ 0	$ 0	$ 0	$ 0	$ 0	$ -	$ 0

Prelim Budget 15/16

8. Final allocations
Sum the 14/15 Site Allocations with all of the adjustments.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
14/15 Site Allocations	$ 32,260,606	$ 18,227,817	$ 31,072,351	$ 12,537,336	$ 10,955,715	$ 27,658,507	$ 132,712,333
1. Adjustment #1	-	1,300,000	-	-	-	-	1,300,000
2. Fixed Costs	-	-	-	-	-	533,772	533,772
3. Square Footage	-	-	-	-	-	-	-
4. Growth	364,672	45,864	234,086	-	-	-	644,622
5. DO & Facilities	-	-	-	128,924	-	(93,796)	35,129
6. Special Allocations	-	-	-	-	-	7,975,184	7,975,184
7. Adjustment #7	0	0	0	0	0	-	0
Total Increase	364,672	1,345,864	234,087	128,924	0	8,415,161	10,488,707
	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
15/16 Site Allocations	$ 32,625,278	$ 19,573,681	$ 31,306,438	$ 12,666,260	$ 10,955,715	$ 36,073,668	$ 143,201,040
Prop 30/One Time	$ 570,459	$ 322,319	$ 549,447	$ 221,696	$ 193,728		$ 1,857,649
Total Allocation	$ 33,195,737	$ 19,896,000	$ 31,855,885	$ 12,887,956	$ 11,149,443	$ 36,073,668	$ 145,058,689

Facilities Square Footage	1,620,579
50% of funds per sq. foot	$ 3.38
50% of funds for growth	6.7%
District Office percentage	15.4%

Appendix VI

Student Success and Support Program (SSSP) Overview

SCOPE & INTENT

SCOPE & INTENT

The Student Success and Support Program (SB 1456), formerly known as Matriculation, was enacted in 2012. A statewide task force was formed to review student success in the California community college system. As a result, the task force identified core services needed (Assessment, Orientation, Counseling / Education Planning and Follow-Up), institutional and student incentives, a funding formula linked to enrollment as well as services, data required for funding and links to the Student Success Scorecard and Student Equity. At the Student Success and Support Program Implementation Summit held September 23-24, 2013, the scope and intent of the program was cited from Title 5, Section 55500 as, … *Student Success is the responsibility of the institution and student, supported by well-coordinated and evidenced based student and instructional services to foster academic success.*

CORE SERVICES

SSSP 4 CORE SERVICES

In the Final Student Success and Support Program Report four core services were identified as key to student success. They are:

Orientation | Assessment and Placement | Counseling, Advising, & Other Education Planning Services | Student Follow-Up for At-Risk Students

ADVISORY COMMITTEE

SSSP ADVISORY COMMITTEE

Each college has identified an advisory committee that is representative of key stakeholders on campus that can provide the expertise needed to develop a comprehensive plan that reflects the current work of the campus as well as new and innovative strategies that align with the mission, vision, values and strategic priorities of the college.

PROGRAM PLAN

SSSP PROGRAM PLAN

The purpose of the Student Success and Support Program (SSSP) Plan is for the college to plan and document how SSSP services will be provided to credit students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services necessary to assist them in achieving their educational goal and declared course of study. The completed plan is due to the state Chancellor's Office by October 17, 2014.

FUNDING FORMULA

SSSP FUNDING FORMULA

The funding formula is based on both unduplicated credit student head count (40%) and utilization of the core services of orientation, assessment, counseling, and follow-up (60%). The colleges have been working together with IT to develop methods to collect all of the necessary utilization data to submit for funding (for example, collecting information on the development of student educational plans).

Student Equity Plan- Information for Academic Senate (9/4/14)

Introduction

The intent of the student equity planning process is for colleges to conduct a self-evaluation on their own improvement or lack thereof in improving successful outcomes for all students. Completing this Campus-Based Research includes determining the level of disproportionate impact of students within each of the success indicators.

Success Indicators:

A. **Access:** *The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.*

B. ***Course Completion:*** *The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term*

C. ***ESL/Basic Skills:*** *The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.*

D. ***Degree and Certificates Awarded***: *The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.*

E. ***Transfer:*** *The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.*

Plan Includes:

- SSSP/Student Equity Plan Advisory Committee
- Shared Governance Process – Requires Board of Trustees Approval
- Goals to meet expected outcomes
- Activities
- Assessment of Goals and Activities
- Integration of existing efforts to address issues of student equity
  - Skyline College's Comprehensive Diversity Framework

Important Dates

- Due to State Chancellor's Office – January 1, 2015 (moved from November 21, 2014)
- October 3- Joint Division Meeting
- Skyline College Participatory Governance – IPC and College Council
- Submit to Board of Trustees for approval for either 11/20 or 12/10 Board meetings.

Comparison: SSSP and Student Equity

	SSSP	Student Equity
Purpose	To increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student. Students need a plan.	To close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services.
Focus	Core Services: Orientation, Assessment, Counseling, Advising, and Other Education Planning Services, +follow up for At-Risk Students	Closing achievement gaps in 5 success indicators/goals: Access Course Completion ESL and Basic Skills Completion Degree and Certificate Completion Transfer
Students to be served	New matriculating students, all students needing an education plan, undecided students, probation students, basic skills students	Campus based research as to the extent of student equity by gender and for each of the following categories of students: Current or former Foster youth Student with disabilities Low-income students Veterans Student in the following ethnic racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, more than one race
Mandates	SB 1456 & Student Success Task Force and Title V (revised and new)	SB 860 (Budget Act), Title V (New and revised),
Plan Content & Coordination	Description of core services, related research & technology, match, policies, professional development, prerequisites and budget. Req. coordination w/ Student Equity plan.	Disproportionate Impact (DI) Study Goals, Activities & Budget based on DI. Req. coordination w categorical or campus programs: EOPS/Care, DSPS, CalWORKS, MESA, Middle College High School, Puente Project, SSSP, BSI, foster youth and veterans' programs, BFAP and BSI
Plan Approval	Who signs off on the SSSP plan: -SSSP Coordinator -Chief Student Services Officer	Who signs off on the plan, (local board approval required): -College President

Comparison: SSSP and Student Equity

	SSSP	Student Equity
	-Chief Instructional Officer -Academic Senate President -College President -District Chancellor Who signs off on SSSP budget, no local board approval required: -SSSP Coordinator -SSSP Supervising Administrator or CSSO -District Business Manager -College President -District Chancellor	-Vice President of Student Services -Vice President of Instruction -Academic Senate President -Student Equity Coordinator/Contact person
Plan deadlines	Oct 17, 2014	November 21, 2014 Revised to January 1, 2015 (SB 860)
Allocations Formula	Year 1 (2014-15) Formula: Preexisting criteria: 2.4 x new credit students plus 1.0 x continuing students Year 2 (2015-16) Formula: 60% - Students Served at the College: Initial Orientation – 10% Initial Assessment – 10% Abbreviated SEP – 10% Counseling/Advising – 15% Comprehensive SEP – 35% Progress probation Services – 15% Other Services – 5% 40% - College's Potential Population of Students to Receive Services: Unduplicated Credit Student Headcount *(academic year = summer, fall, winter, spring)* plus Base Funding Floor $35K or 10% *(whichever is greater)*	New formula –(breakdown) -40% - Annual FTEs -25% High need Students -10% - Educational Attainment of Residential Zip Code -5% - Participation Rate -18% - Poverty Rate -2% - Unemployment Rate
MIS reporting	New data elements -SS01 – Student Educational Goal -2202 – Student course of Study -SS03 – Student Initial Orientation (exempt status) -SS04 – Student Initial Assessment (exempt status) -SS05 – Student Initial Educational Plan (exempt status) -SS06 –Initial Orientation Services	NA

Developed by Audrey Yamagata-Noji, Mt. San Antonio College, 9/11/2014

Comparison: SSSP and Student Equity

	SSSP	Student Equity
	-SS07 –Initial Assessment Services -SS08: - Counseling and Advising -SS09 – Educational Plan -SS10 –Academic Progress/Probation Service -SS11 Student – Other Services	
Allowable expenditures	SSSP Director/coordinator and Staff Office supplies and Postage Publications and Outreach Materials In-State Travel and Training Computer Hardware and Software and Equipment Food and Beverages Counseling, Advising and other Student Education Planning Services Follow-up Services Orientation Services Assessment for Placement Services Research, Admissions and Transfer functions directly related to fundable SSSP Services	Outreach Student Services and Student services categorical programs Research and evaluation Hiring student equity program coordinator Support student equity planning process Professional development Adapting academic or career related programs or courses Instructional support services In – state travel Other Direct student Support
Unallowable expenditures	Construction Gifts Stipends for Students Office Furniture Other Staff Salaries and Benefits Political or Professional Due, Membership, or contributions Rental of Off-campus space Legal and Audit Expenses Indirect costs Unrelated Travel Costs Vehicles Clothing Courses Admissions and Records Office Research Office	Construction Gifts Stipends for Students Computer, office Supplies and furniture Other Administrative, Faculty or Staff Salaries and Benefits Political or Professional dues, memberships, or Contributions Rental of Off-Campus Space Legal and Audit Expenses Indirect Costs Unrelated Travel Costs Vehicles Clothing Courses- faculty salaries Unrelated Research Supplanting
Match	Credit: starting 14-15 revised to 2:1. 13-14 funds remain at 3:1 (prior backfill to matriculation can be counted as match) Noncredit: still at 1:1	NA

Developed by Audrey Yamagata-Noji, Mt. San Antonio College, 9/11/2014