

Tenure Review & You 2016–2019

A Practical Workshop for Tenure
Review Committee Members

- ❖ Policies & Procedures
- ❖ Your Responsibilities as a Committee Member
- ❖ Conducting an Effective Classroom Observation
- ❖ Student Evaluations
- ❖ Writing the Committee Report

**DAWN LEE TU, OFFICE OF
PROFESSIONAL DEVELOPMENT
408-864-8366
TUDAWNLEE@FHDA.EDU**

**MARY BENNETT, TENURE REVIEW
COORDINATOR
408-864-8742
BENNETTMARY@DEANZA.EDU**



VERSION 4.7.4
UPDATED 9/1/2017

TABLE OF CONTENTS

(note: Section A & B = gathering of information needed to complete Section C)

SECTION A

❖ Pre-Observation Conference	5
❖ Lesson Observer Worksheet	6
❖ Classroom Observation Charts (samples)	8

SECTION B

❖ Post-Observation Conference	11
❖ Feedback: Giving and Receiving It	12
❖ Feedback Basics	13
❖ Cultural Competence and Tenure Review	15
❖ Academic Freedom	17

SECTION C

❖ Administrative/Peer Evaluation Form Delivery Flow Chart	19
❖ Administrative and Peer Evaluation Form for Faculty (Appendix J1 of the FH/DA Agreement) Interactive word document can be found at http://fa.fhda.edu/faculty_forms.html	20
❖ Instructions	25
❖ Model	27

SECTION D

❖ Student Evaluation Form Delivery Flow Chart	32
❖ Student Evaluation Form for Classroom Instruction – Part A (note: Counseling Faculty, Child Development and Librarian = see Appendix J for appropriate form) ..	33
❖ Instructions for processing the Scantrons and filling out the Tabulation Form	35
❖ Tabulation of Student Evaluations Form	38
❖ Model	39

SECTION E

❖ Committee Report Delivery Flow Chart	41
❖ Committee Evaluation of New Faculty member	42
❖ Format for Tenure Review Committee Final	43
❖ Instructions	44
❖ Model	46

SECTION F

❖ Highlights of Article 6A- Probationary Faculty	50
--	----

SECTION A

There are 3 things to do
BEFORE
the Observation:

1. Arrange for and have a Pre-Observation Conference.
2. Lesson Observer Worksheet.
3. Prepare for the Observation:
Which observation chart(s) do you want to use?

PRE-OBSERVATION CONFERENCE

ESTABLISH RELATIONSHIP

- ❖ Introductions
- ❖ Discussion of pedagogy, teaching methodology/ goals and supporting learning activities

EXCHANGE INFORMATION AND MATERIALS

- ❖ Lesson plans
- ❖ Learning objectives for course session and class
- ❖ Evaluation, testing, grading criteria
- ❖ Reading and writing assignments
- ❖ Texts and supporting material
- ❖ Sample exams, syllabus, quizzes, green sheets, assignments

FINALIZE ARRANGEMENTS

- ❖ Day/date for classroom observation
- ❖ Which section/class
- ❖ Time of visit
- ❖ Length of visit
- ❖ Number of students
- ❖ Role of observer during visit
- ❖ Date and time for post-observation conference

LESSON OBSERVER WORKSHEET

Instructor: _____

Date: _____

Observer: _____

Course: _____

1. Clarification of purposes, objectives, structure (within a culturally competent context):
2. Pre-assessment (within a culturally competent context):
3. Choice and delivery of instructional activities (including culturally competent components):
4. Use of instructional aids (within a culturally competent context):
5. Questioning techniques and encouraging participation (within a culturally competent context):
6. Post-test for learning (within a culturally competent context):
7. Closure (inclusive: cultural competence):

LESSON OBSERVER WORKSHEET REVIEW QUESTIONS

1. Clarification of purposes, objectives, structure

- ✓ Was the objective(s) clearly written and displayed?
- ✓ Did the objective include a performance, conditions, criteria?
- ✓ Were learners clear about the general purposes of the lesson?
- ✓ Did learners understand how they were expected to learn?

2. Pre-assessment

- ✓ Did the instructor conduct a pre-assessment?
- ✓ Was the pre-assessment specific enough?
- ✓ Was the instructor able to adjust the lesson to learner knowledge?

3. Choice and delivery of instructional activities

- ✓ What were the actual techniques used?
- ✓ Did these techniques lead to appropriate learning?
- ✓ Were various teaching strategies used to include diverse learning styles?
- ✓ Did learners have a chance to practice and demonstrate desired learning?
- ✓ Was there a high degree of learner participation?
- ✓ Was more than one common technique used?
- ✓ What other technique(s) could have been used?

4. Use of instructional aids

- ✓ Was there a need and did the candidate demystify the language of the discipline? (re: terminology)
- ✓ Did the aid add to or detract from learning?
- ✓ How was the instructor (and learners) positioned relative to the aid?
- ✓ Was the instructor's writing easy to read?
- ✓ What other aid(s) could the instructor have used?

- ✓ Did the candidate utilize knowledge of the class or cultural attribute of the students in the class? (e.g. connecting a term that is used to its origins in the language of one or more of the students?)

5. Questioning-techniques and encouraging participation

- ✓ How often did the instructor use
 - closed questions?
 - open questions?
 - rhetorical questions?
 - probing questions?
- ✓ How did the instructor deal with incorrect answers?
- ✓ What else did the instructor do to encourage participation?
- ✓ What reinforcement techniques (words, gestures) did the instructor use?
- ✓ Were opportunities created for less verbal students to contribute ideas and thoughts?
- ✓ Was there a need and did the candidate "equalize" opportunities for participation in class (e.g. manage the student(s) who had a tendency to dominate the discussion, and/or called on a variety of students to respond to questions?)

6. Post-test for learning

- ✓ Did the instructor conduct a post-test?
- ✓ Did the post-test accurately measure achievement of objective(s)?
- ✓ Did the post-test come as a surprise to learners?

7. Closure

- ✓ Did learners find out how well they had learned?
- ✓ Was there a sense of completion to the lesson?
- ✓ Did the instructor (or learners) summarize the learning?

CLASSROOM OBSERVATION CHART

Time	Classroom activity	Comments

CLASSROOM OBSERVATION CHART

Comments	
Aid	
Students	
Instructor	
Time	

SECTION B

1. Post Observation Conference
2. Feedback: Giving and Receiving It
3. Feedback Basics
4. Cultural Competence & Tenure Review
5. Academic Freedom

POST-OBSERVATION CONFERENCE

- ❖ Before leaving the classroom, make sure to **verify** a mutually convenient meeting time to discuss observation. Although guidelines state within 5 days, it is inappropriate to delay this conference more than two or three days after the visit, with the evaluation being turned in within a 2-week period.
- ❖ Post observation conference must be performed face-to-face.
- ❖ Since the purpose of the post-observation conference is to discuss and provide feedback concerning the classroom observation, it is preferable that this conference takes place before the evaluation form is completed.
- ❖ Even though an instructor rates "satisfactory" in all areas, the post-observation meeting provides an excellent opportunity for the committee member and instructor to engage in a balanced discussion of "successes" and "areas for growth or improvement" in order to develop an action plan for the instructor's own continued development.
- ❖ Begin by soliciting instructor's reactions to the class, focusing on what went well. Add your observations regarding strengths and effective strategies observed. Check for clarity.
- ❖ Solicit instructor's suggestions regarding what could have been done differently, what he or she would change next time and why. Add your honest, impartial observations regarding areas for growth and improvement. Check for clarity.
- ❖ Conclude with instructor summary strengths and challenges and instructor identification of one or two areas for continued development.

PLEASE REMEMBER:

TO BE COMPLETE THE POST-OBSERVATION CONFERENCE SHOULD BE A BALANCED DISCUSSION OF BOTH STRENGTHS AND AREAS FOR GROWTH.

FEEDBACK: GIVING AND RECEIVING IT

Some of the most important data we can receive from, or give to others, consists of feedback related to behavior. Such feedback can provide learning opportunities for each of us if we can use the reactions of others as a mirror for observing the consequences of our behavior.

Such feedback data helps me as an instructor to become more aware of **what** I do, **how** I do it and **what effect** it has on the learners. This gives me material with which to modify and change my behavior and to become a more effective teacher. Learners in turn can take advantage of the same benefits if given appropriate feedback by me. Learner-to-learner feedback can also follow this model and thus become one of the most meaningful (if often unintentional) learning in an adult education setting.

What follows is a brief outline of some of the factors that may assist you in checking and developing your use of feedback, as a giver, receiver and model.

1. Refer to what a person does, rather than what we think she or he is. Example: "You were very quiet tonight Linda." Not: "You are not interested in our discussion, are you?"
2. Refer to what you see or hear, not to why you thought it happened. Example: "You suddenly went quiet when we talked about life planning." **Not:** "You are probably afraid to think ten years ahead."
3. Describe the behavior you are responding to in terms of "more or less" rather than "either/or." Example: Describe someone's participation or performance on a continuum of high to low, rather than "good" or "bad."
4. Feedback is most useful if given as soon as possible after the observation or reaction. This way the other person can relate it to the facts and emotions of the situation and make better use of the feedback.
5. Give feedback with the intention of sharing your ideas and information rather than giving advice. Example: "That was a close call—if you put the guard down you are less likely to get hurt." **Not:** "You better be more careful with the meat saw."
6. Give just enough information for the other to digest. If we overload the other person with information it reduces the possibility that she may use it effectively. Giving her more than she can use probably satisfies some need of our own rather than helping the other person to learn.
7. Decide on the value the feedback has for the receiver, not the amount of "release" it will give you. To be classed as "helping feedback" the information should be given as an offer, not as something forced upon the other person.
8. Feedback does not have to be given or received verbally. It can be communicated through gestures, eye contact, body stance, and distance between people. However, it is most effective if it come in combination with the above points.

FEEDBACK BASICS

- Describe - ~~Evaluate~~
- Specific - ~~General~~
- Behavior - ~~Person~~
- Caring & Sharing - ~~Advice~~
- Receiver - ~~Giver~~

- Proper amount
- Well-timed
- Check for clarity

"I - STATEMENTS"

DIRECTIONS: Change the following evaluative statements to "I -statements" using the format described below:

- Start with **"I am"** or **"I feel"**
- Then use **a Feeling Word** from the list below (or one of your own)
- Then say **"because"** and finish with a **Behavioral Description** (which is one reason you have the feeling).

Example: "You are a good speaker" changes to "I feel a sense of enthusiasm because the tone of your voice is dynamic and clear."

1. You were inconsiderate to call on me.
2. Your lesson was overwhelming.
3. Why don't you slow down a bit?
4. Your eye contact is excellent.
5. You seem disorganized.
6. Why don't you make the lesson less technical?
7. You seem frustrated.
8. Your objective is clear.
9. You're such a good teacher.
10. You should stop being so hard on yourself.

FEELING WORDS

enthusiastic	involved	engaged	confident	important
inspired	impressed	accepted	encouraged	anxious
frustrated	confused	left-out	discouraged	uncomfortable
uncertain	unclear	rushed		

CULTURAL COMPETENCE AND TENURE REVIEW

Cultural Competence is a developmental process occurring at individual and system levels that evolves and is sustained over time, recognizing that individuals begin with specific lived experiences and biases.

Cultural Competence requires that individuals **demonstrate** the capacity to:

1. Engage in self-reflection.
2. Facilitate effectively (manage) the dynamics of difference.
3. Acquire and institutionalize cultural knowledge.
4. Work within the diversity and the cultural contexts of the students, families, and communities they serve.
5. Support and initiate actions which foster equity of opportunity and services.

Cultural Competence and Tenure Review

Tenure Review Committee members should have the knowledge and ability to determine the capacity of the tenure candidates to engage in culturally responsive teaching and culturally responsive service delivery strategies with the student populations with whom they work.

The following suggestions can serve as guidelines for the assessment of the tenure candidates' capacity. These suggested indicators can be incorporated into both the pre and post observation discussions and the actual classroom observations:

The Observer (Tenure Committee Member):

Should engage in her/his own assessment of her/his personal philosophy of teaching. (What is my own belief about teaching? What theories of learning do I apply in my own teaching? What style of teaching do I feel most comfortable with? What biases do I have towards particular students, ethnic or language groups?)

***Note:** It is suggested that you write down your responses to these questions. This exercise will help you to more clearly differentiate your own beliefs and values about teaching from those of the tenure candidate you will observe.

THE TENURE CANDIDATE - INDICATORS OF CULTURALLY RESPONSIVE TEACHING AND SERVICE DELIVERY STRATEGIES:

- ❖ Views the diversity of students in her/his classroom as an asset or benefit.
- ❖ Utilizes a variety of teaching strategies to address the diverse learning styles of her/his students.
- ❖ Demystifies the language of the discipline. Breaks down terminology so that the learner has a greater opportunity to grasp concepts.
- ❖ Explains and interprets colloquialisms and slang that may not be understood by all learners, e.g. ESL students.
- ❖ Arranges opportunities for less verbal students to contribute ideas and thoughts.
- ❖ Effectively equalizes opportunities for participation in class. e.g. is able to manage the student who has a tendency to dominate the discussions. Calls on a variety of students to respond to questions.
- ❖ Is knowledgeable enough about the cultural attributes of her/his students that they are able to utilize that knowledge to accelerate learning. e.g. connecting a term that is used to its origins in the language of one or more of your students.
- ❖ Is aware of cultural differences in styles of communication.
- ❖ Uses a variety of methods to assess student learning.
- ❖ Continues to research and learn about the cultures/ethnic/language groups that her/his students represent.

MYW Oct-07

ACADEMIC FREEDOM

Academic freedom encompasses the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth. This freedom exists in all service areas, including but not limited to teaching, librarianship, counseling, coordinating and all faculty-student interactions. Academic Freedom is the bedrock principle of all institutions of learning and must be extended to all faculty regardless of their status as full, part-time, or probationary.

Faculty members have the principal right and responsibility to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District, and in accordance with state laws and regulations. These rights and responsibilities include, but are not limited to, the faculty member's choice of textbooks and other course materials, assignments and assessment methods, teaching practices, grading and evaluation of student work, and teaching methods and practices. In exercising these rights and responsibilities, faculty members should be mindful that the course outline of record for every course represents the curriculum decisions of his/her department and/or the discipline faculty of his/her division. In addition, the course outline of record forms the basis for articulation between our colleges and those institutions to which our courses transfer. For this reason, faculty members should take care to ensure that in exercising their Academic Freedom rights they do not compromise the integrity of the course outline of record for any course they are assigned to teach.

Faculty have the freedom and right to express differing opinions and to foster and defend intellectual honesty.

Special vigilance must be paid to the protection of the Academic Freedom Rights of probationary faculty undergoing the tenure process. While the tenure process is, at its core, an evaluative process, the evaluation of probationary faculty must never be used as a pretense for abridging or restricting the Academic Freedom rights of a tenure candidate. All members of a probationary faculty member's tenure review committee should bear in mind that differences between their own teaching methods and practices and beliefs and those of the tenure candidate should never be the basis for their evaluation of a probationary faculty member. These differences are protected by the tenure candidate's Academic Freedom. The evaluation of a probationary faculty member should be based solely on those criteria described in the negotiated faculty evaluation instruments and those listed in the advertised job description under which the tenure candidate was hired.

[p. 12 of the Tenure Review Handbook for 2007-08; also applies to all existing Tenure Review Committees]

SECTION C

1. Delivery Flow Chart
2. Administrative & Peer Evaluation Form for Faculty
3. (Appendix J1 of the FH/DA Agreement)
4. The interactive word document to be used can be found at http://fa.fhda.edu/faculty_forms.html
5. Administrative and Peer Evaluation Form
 - Appendix J1: **Entire Form** (complete document- includes all five categories of faculty)
 - Appendix J1: **Classroom Faculty** only
 - Appendix J1: **Childcare Faculty** only
 - Appendix J1: **Counselors** only
 - Appendix J1: **Librarians** only
 - Appendix J1: **Resource Faculty** only
6. Instructions
7. Model

ADMINISTRATIVE/PEER EVALUATION FORM DELIVERY FLOW CHART

NOTES:

- ❖ You must have post-observation meeting within **5 working days of observation**, although 2-3 days is recommended. ←
- ❖ Make sure that ALL necessary signatures are obtained before sending the document on to the Tenure Review Coordinator.
- ❖ Turn in Administrative/Peer evaluation with ALL necessary signatures to the Tenure Review Coordinator who will obtain the appropriate VP's signature.
- ❖ ****NOTE: The completed Administrative/Peer Evaluation form should be turned in within two weeks of the observation.** ←

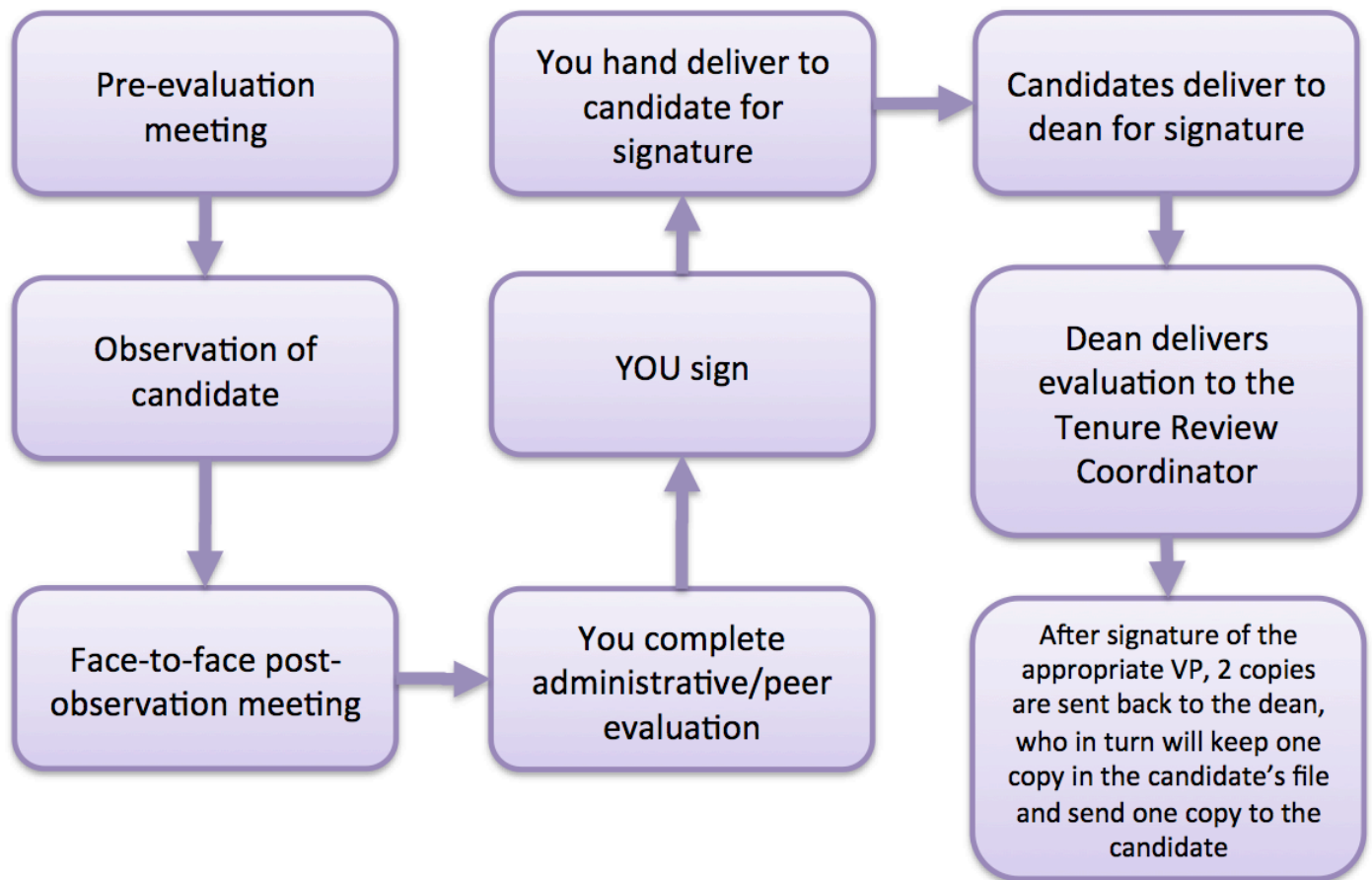


Chart updated: 8/31/16

APPENDIX J1
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY
(Articles 6 and 6A - Evaluation)
Foothill-De Anza Community College District

FACULTY NAME: _____ QUARTER: _____
 DEPARTMENT/PROG: _____ ACADEMIC YR: _____
 CAMPUS LOCATION: Foothill De Anza Center (specify): _____
 FACULTY STATUS: (check one) Full-time Part-time

If full-time, (check one) Tenured Contract (grant-funded/temporary replacement)
 Probationary Phase I Probationary Phase II Probationary Phase III

If part-time, number of quarters of service credits in Division (per Article 7.9): _____

DUTIES: Instructor Counselor Librarian Other (specify): _____

COURSE/ACTIVITY: _____ LENGTH OF VISIT: _____

EVALUATION DATE: _____ EVALUATOR'S NAME: _____
(please print)

EVALUATION TYPE: Administrative Probationary (Tenure Committee) Peer

Date: _____ Signature of Evaluator CWID _____
 Date: _____ Signature of Division Dean _____
 Date: _____ Signature of Vice President for Instruction or
 Signature of Vice President for Student Services _____

I am aware of my rights as provided in the appropriate article of the District Agreement, Article 6 or Article 6A. I have read this report, am aware of the opportunity to add my own comments, and recognize that I have the right to discuss it with the President if I so desire.

Date: _____ Signature of Faculty Member CWID _____

The purposes of evaluation are contained in Articles 6 and 6A of the Agreement.

For Office Use Only:
 Copy - Instructor _____ Update Banner _____ PAY? Yes _____ No _____ DEAN AUTH. _____
 Copy - Division _____ To Payroll _____ FOAP _____ INDEX CODE _____

Revised 6//2010

**FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY**

This form may not be modified unless agreed upon by a majority of the contract and regular faculty employees in a division or department with the mutual approval of the Board and the Faculty Association.

This form uses both objective and narrative data. Please use the numerical rating system for each applicable criterion. Then write a brief narrative for each section and, finally, a comprehensive summary statement.

Rating system:

- 1. Satisfactory or better
- 2. Satisfactory but needs improvement in specific area(s)
- 3. Unsatisfactory
- N/O Not observed
- N/A Not applicable

SECTION I. PROFESSIONAL QUALITIES (to be answered for all faculty):

A. Professionalism

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Keeps current in discipline | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Demonstrates cooperation and sensitivity in working with colleagues and staff | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Accepts criticism. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Maintains adequate and appropriate records. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Observes health and safety regulations. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Attends required meetings. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Maintains office hours and is accessible to students. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

B. Professional Contributions

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Contributes academically to the discipline/department/district | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Participates in special assignments, committees, projects, research and development areas as needed in the discipline/department/district. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Shares in faculty responsibilities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

SECTION I narrative comments on professional qualities, specifying, where relevant, areas of excellence and areas requiring improvement:

SECTION II. JOB PERFORMANCE (to be answered in appropriate assignment area):

A. Classroom Faculty

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Uses current materials and theories. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Employs multiple teaching approaches when applicable. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Uses materials pertinent to the course outline. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Teaches at an appropriate level for the course. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Communicates ideas clearly, concisely, and effectively. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Paces classes according to the level and material presented. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Maintains student-faculty relationship conducive to learning. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Demonstrates sensitivity to differing student learning styles. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Stimulates student interest in the material presented. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 10. Tests student performance in fair and valid ways. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 11. Uses class time efficiently. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 12. Provides students with written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 13. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

B. Counselors

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Is accessible to students. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Listens well and provides opportunities for counselees to express their concerns. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Helps students define and seek solutions to problems. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Researches questions brought by counselees or directs counselees to appropriate sources of information/assistance when advisable. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Keeps current with District classes/programs/resources for students. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Keeps current with programs and policies of receiving institutions to which students will transfer. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Demonstrates knowledge of District policies/procedures affecting students. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Communicates with the academic community. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

C. Librarians

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Promotes access to and use of library. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Communicates information clearly, concisely, and effectively. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Assists students in locating appropriate materials. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Articulates and communicates with the academic community. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Assists in building, organizing, or maintaining library collection | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Creates an environment responsive to the curricular and learning needs of the college. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Keeps current on changes in the field of library and information science. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Maintains student-faculty relationship conducive to learning. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

D. Resource Faculty (e.g. health professionals, E.O.P.S. professionals, etc.)

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Responds to instructors' resource needs. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Develops instructional and institutional resources. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Develops students' resources. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Demonstrates knowledge of legislation which impacts field of specialization. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Provides leadership and coordinates programs effectively. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Provides a positive image of and for students in special programs. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Communicates information clearly, concisely, and effectively. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Articulates services with campus and district programs. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

E. Child Development Center Faculty

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Uses knowledge of early childhood development as theoretical basis for classroom practice. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Understands current issues in the field. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Plans a daily variety of developmentally appropriate activities which are sensitive to individual learning styles. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Develops a long-range plan which promotes readiness for later learning. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Uses a variety of positive approaches in guiding children's behavior and assisting children with conflict. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Recognizes when to give help and how to encourage self-help.. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Structures activities which foster independent learning. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Maintains awareness of total group even when dealing with a part of it | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Balances the needs of the individual child with those of the group. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 10. Effectively supervises and supports student teachers, student assistants, and parents in a classroom setting. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 11. Creates a safe and hygienic classroom environment which engages children. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 12. Maintains professional ethics, including confidentiality and mandated reporting, in all communication with children, parents, students and colleagues. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 13. Demonstrates sensitivity in working with students of diverse racial, ethnic, and socioeconomic backgrounds, sexual orientations, and physical and mental disabilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

SECTION II narrative comments on job performance based on observation or evaluation visit(s) specifying, where relevant, areas of excellence and areas requiring improvement:

█

SECTION III. EVALUATOR'S COMPREHENSIVE SUMMARY STATEMENT (which may include, in addition to synthesis, professional activities not previously mentioned, suggestions for further growth, and professional contributions to the District):

█

SECTION IV. FACULTY MEMBER'S COMMENTS:

█

INSTRUCTIONS: ADMINISTRATIVE & PEER EVALUATION FORM

[HTTP://FAFHDA.ORG/FACULTY_FORMS.HTML](http://FAFHDA.ORG/FACULTY_FORMS.HTML)

1. Complete all pertinent information on page one, quarter, academic year, name, position, status, etc.
2. When using electronic form, check the appropriate box when filling out Section I for "Professional Qualities." This section is filled out for all tenure candidates and each question must be checked or circled. IF ANYTHING BUT SATISFACTORY IS CHECKED – the reason for it must be stated in the narrative. What was it that caused the evaluator to check not satisfactory, needs improvement?
3. If not using the electronic form and the Section I comment section is too small, you must do the following:
 - write/type "see attached" in the Section I comment box.
 - on the top of the sheet of paper you're attaching to the form, type/write the following sentence: "Section I narrative comment on professional qualities, specifying, where relevant areas of excellence and areas requiring improvement."
4. When using electronic form, check the appropriate rating for Section II for A. "Classroom Faculty," B. "Counselors," C. "Librarians," D. "Resource Faculty," and E. "Child Development." Use the appropriate assignment area form that the candidate is working in.
5. Complete Sections II and III narratives. Again, if the form does not provide enough space, put see attached, type Section II narrative and III narrative paragraphs at the top of each section (the narratives must be separated out by sections) and attach to the evaluation form.
6. Sign on the appropriate line for evaluator.
7. Hand deliver, evaluation form to candidate for signature and opportunity for the candidate to put comments in Section IV if he/she so wishes.
8. Deliver evaluation form to Dean or appropriate administrator for signature. The Dean or committee chair will deliver the finalized evaluation to the Tenure Review Coordinator.
9. The Administrative & Peer Evaluation must be completed, signed and delivered to the Tenure Review Coordinator within a 2-week period from date of observation.
10. Once the evaluation is read and signed by the VP 2 copies of the evaluation will be sent back to the division office. One for the candidate's file and one for the candidate. The original will be placed in the candidate's file.

APPENDIX J1
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY
(Articles 6 and 6A - Evaluation)

QUARTER Spring ACADEMIC YEAR 2010

NAME: Marsha Smith POSITION: Instructor

Faculty Status: (check one) Full-time Part-time
If full-time, (check one) Contract First Year Second Year
 Third Year Fourth Year Tenured

If part-time, number of quarters of service credits in Division (per Article 7.2): _____

Date of Evaluation: Nov. 3, 2010 Evaluator: Jack Jones

Type of Evaluation: (check one) Peer Tenure Committee Administrative

Please circle [check] the appropriate faculty function(s) being evaluated and the location of the evaluation:

DUTIES: Instructor Counselor Librarian Other (specify) _____

LOCATION: Foothill De Anza Center (specify) _____

LENGTH OF VISIT: 1 hour COURSE (if applicable): PE33I

Date: Nov 7, 2010 Jack Jones
Signature of Evaluator

Date: Nov 7, 2010 Jimmy Grant
Signature of Division Dean

Date: Nov 11, 2010 Janet Walters
Signature of Vice President of Instruction or
Vice President for Student Services

I am aware of my rights as provided in the appropriate article of the District Agreement, Article 6 or Article 6A. I have read this report, am aware of the opportunity to add my own comments, and recognize that I have the right to discuss it with the President if I so desire.

Date: Nov 3, 2010 Marsha Smith
Signature of Faculty

For Office Use Only:
Copy to Instructor _____ Update HRS _____ PAY - Yes _____ No _____
Copy to Division _____ Update MAC _____ To Payroll _____

Revised 3/02

**FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY**

This form may not be modified unless agreed upon by a majority of the contract and regular faculty employees in a division or department with the mutual approval of the Board and the Faculty Association.

This form uses both objective and narrative data. Please use the numerical rating system for each applicable criterion. Then write a brief narrative for each section and, finally, a comprehensive summary statement.

Rating system:

- 1. Satisfactory or better
- 2. Satisfactory but needs improvement in specific area(s)
- 3. Unsatisfactory
- N/O Not observed
- N/A Not applicable

SECTION I. PROFESSIONAL QUALITIES (to be answered for all faculty):

A. Professionalism

- | | | | | | |
|---|---------------------------------------|----------------------------|----------------------------|---|------------------------------|
| 1. Keeps current in discipline | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Demonstrates cooperation and sensitivity in working with colleagues and staff | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Accepts criticism. | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Maintains adequate and appropriate records. | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Observes health and safety regulations. | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Attends required meetings. | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Maintains office hours and is accessible to students. | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

B. Professional Contributions

- | | | | | | |
|---|---------------------------------------|---------------------------------------|----------------------------|------------------------------|------------------------------|
| 1. Contributes academically to the discipline/department/district | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Participates in special assignments, committees, projects, research and development areas as needed in the discipline/department/district. | <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Shares in faculty responsibilities | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

SECTION I narrative comments on professional qualities, specifying, where relevant, areas of excellence and areas requiring improvement:

The classroom observation of, Marsha Smith, took place on November 3, 2010. The class I observed was PE33I indoor soccer. Marsha is in Phase I of the tenure process as an instructor and Assistant women's Soccer coach. I was very pleased with Marsha's promptness in getting her class started. She was organized and had a tournament scheduled for this particular day. Her voice was clear and she was explicit in her instructions.

I felt that Marsha did a good job of teaching the indoor soccer class. She is very knowledgeable, gave excellent instructions and corrections for each drill performed and made good use of the class time. I felt that she moved the students along at a good pace with a logical sequence of movements for warming up, stretching, performing drills and playing games.

Overall, I was extremely happy with what I observed. Marsha does a very good job of teaching this

course. She is an outstanding soccer coach with the ability and versatility to teach a variety of activities.

In Section I, B “Professional Qualities” I gave Marsha a 2 for her participation in special assignments, committees, etc. I would like to see her start participating in some committee work as she moves into Phase II of the tenure process, and develop areas of expertise as needed by the division.

SECTION II. JOB PERFORMANCE (to be answered in appropriate assignment area):

A. Classroom Faculty

- 1. Uses current materials and theories. 1 2 3 N/O N/A
- 2. Employs multiple teaching approaches when applicable. 1 2 3 N/O N/A
- 3. Uses materials pertinent to the course outline. 1 2 3 N/O N/A
- 4. Teaches at an appropriate level for the course. 1 2 3 N/O N/A
- 5. Communicates ideas clearly, concisely, and effectively. 1 2 3 N/O N/A
- 6. Paces classes according to the level and material presented. 1 2 3 N/O N/A
- 7. Maintains student-faculty relationship conducive to learning. 1 2 3 N/O N/A
- 8. Maintains office hours and is accessible to students. 1 2 3 N/O N/A
- 9. Stimulates student interest in the material presented. 1 2 3 N/O N/A
- 10. Tests student performance in fair and valid ways. 1 2 3 N/O N/A
- 11. Uses class time efficiently. 1 2 3 N/O N/A
- 12. Provides students with written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information. 1 2 3 N/O N/A
- 13. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. 1 2 3 N/O N/A

B. Counselors

- 1. Is accessible to students. 1 2 3 N/O N/A
- 2. Listens well and provides opportunities for counselees to express their concerns. 1 2 3 N/O N/A
- 3. Helps students define and seek solutions to problems. 1 2 3 N/O N/A
- 4. Researches questions brought by counselees or directs counselees to appropriate sources of information/assistance when advisable. 1 2 3 N/O N/A
- 5. Keeps current with District classes/programs/resources for students. 1 2 3 N/O N/A
- 6. Keeps current with programs and policies of receiving institutions to which students will transfer. 1 2 3 N/O N/A
- 7. Demonstrates knowledge of District policies/procedures affecting students. 1 2 3 N/O N/A
- 8. Communicates with the academic community. 1 2 3 N/O N/A
- 9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. 1 2 3 N/O N/A

C. Librarians

- 1. Promotes access to and use of library. 1 2 3 N/O N/A
- 2. Communicates information clearly, concisely, and effectively. 1 2 3 N/O N/A
- 3. Assists students in locating appropriate materials. 1 2 3 N/O N/A
- 4. Articulates and communicates with the academic community. 1 2 3 N/O N/A
- 5. Assists in building, organizing, or maintaining library collection. 1 2 3 N/O N/A
- 6. Creates an environment responsive to the curricular and learning needs of the college. 1 2 3 N/O N/A

7. Keeps current on changes in the field of library and information science. 1 2 3 N/O N/A
8. Maintains student-faculty relationship conducive to learning. 1 2 3 N/O N/A
9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. 1 2 3 N/O N/A

SECTION II narrative comments on job performance based on observation or evaluation visit(s) specifying, where relevant, areas of excellence and areas requiring improvement:

Upon arriving in PE21 for Marsha’s PE33I – indoor soccer class, I observed the students entering the room, putting on proper footwear, and communicating with each other. The class began with Marsha making two announcements. One had to do with the day and time of the final exam and the second had to do with a written assignment. She was clear in her instructions but hard to hear due to the industrial fans used for ventilation in the gym, some students were talking which made it hard to hear, and Marsha, had her back to many of the students in the class. I would suggest that all talking stops, balls are held or placed on the floor and that the instructor is facing all of her students whenever she speaks.

Marsha began the warm-up with a short jog, and then a quick stretch. She moved onto knees up, heels up, a side movement, and backwards movement with stretches in between each. I would like to see Marsha give the name of each stretch and perform them along with the students to give them a model to follow. Some of the students performed the stretches incorrectly and so an explanation of each stretch with safety reminders would be good.

I found Marsha, to be clear in her instructions. She followed her lesson plan and was professional in her manner and approach to the students. Having the students perform a warm-up routine is very important to reduce the risk of injury during drills and soccer games.

After the warm-ups, Marsha, instructed students in soccer drills. It was obvious that the class had performed the drills before. They were familiar with the drill names and how to execute each. Again, I felt that Marsha lacked the attention of many students who continued to talk while she gave instructions. Her voice did not carry in the gym. She used her whistle but not loud enough to get the attention of all students. During one drill most of the class stopped but she still had one group continue their drill because they did not hear the command to bring the drill to an end. The back of the instructor was to these students. Marsha also had students sitting on the sidelines who either were just observing, sick or who did not come to class prepared to participate. These students were carrying on conversations which I feel should have been taken outside.

On this day of instruction, Marsha, had her class break up into teams to play a mini tournament. She had jerseys of various colors and was going to break the class up into six teams. She selected the women in the class as captains and had them choose players which I felt was very smart. The games were about eight minutes long. During each period two teams had to sit out and watch which I felt was unfortunate, although, I am sure that the participants needed short rest periods. The students did a good job of refereeing their games and seemed to enjoy the various formats in which they played. It was a very diverse group that Marsha treated equally and with respect.

An area of concern is that students showed up late for the class and did not properly warm up. I feel that students should be in class as it begins and if they do show up late, they should be required

to perform at least a seven minute warm-up and stretch prior to participating in games. This would reduce their risk of injury which is important when playing a sport of any kind.

Overall, I was pleased with Marsha's performance. She is a successful soccer coach and a very good, versatile, and enthusiastic instructor. I feel that she is an asset to the Division. The only area that I observed that needs to be improved is her lack of demanding attention from the students.

SECTION III. EVALUATOR'S COMPREHENSIVE SUMMARY STATEMENT (which may include, in addition to synthesis, professional activities not previously mentioned, suggestions for further growth, and professional contributions to the District):

Marsha has done an outstanding job as the assistant women's soccer coach at De Anza College. She is involved in various soccer organizations but does no committee work for the division. She holds a license from the U.S. Soccer Association and has been certified through ACSM as a fitness instructor and personal trainer. To help the division, and because of her experience as a personal trainer, I would like to see Marsha teach the Personal Trainer Instructors program here at De Anza.

I would like to see Marsha attend workshops on a regular basis to update her teaching skills and to add new course offerings to her list.

I believe that as she grows as a professional of physical education she will become more versatile in her course offerings. I would like Marsha to continue working on communicating with diverse groups, which should not be difficult since soccer attracts and is played by many cultures.

SECTION IV. FACULTY MEMBER'S COMMENTS:

I appreciate the opportunity to be evaluated. I agree that (should not let students participate without a proper warm up. I plan on attending workshops to further my growth as a physical educator/coach.

SECTION D

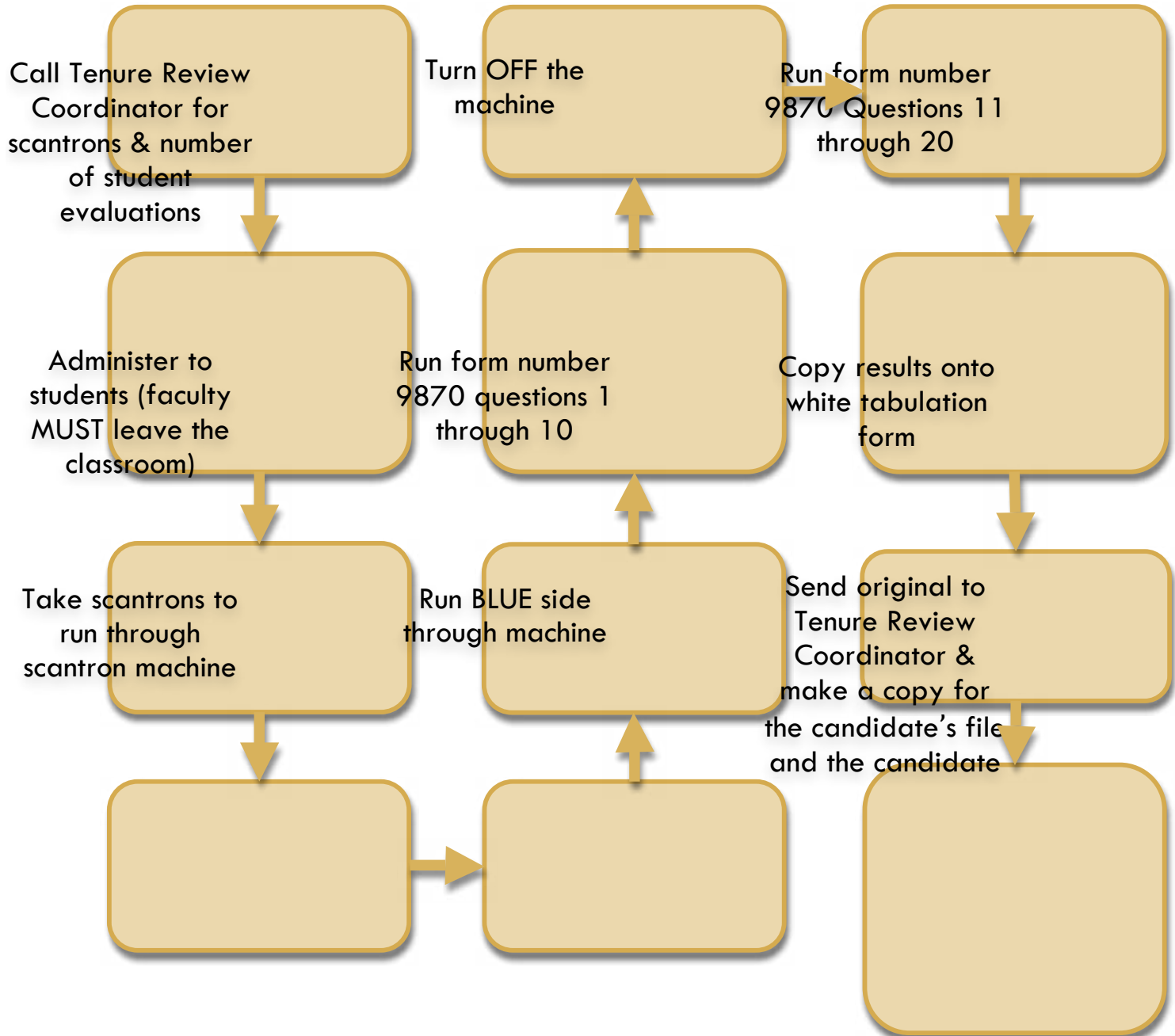
1. Delivery Flow Chart
2. Student Evaluation Form for Classroom Instruction – Part A
(note: Counseling Faculty, Child Development and Librarian = see Appendix J2 for appropriate form)
3. Instructions for processing the Scantrons and filling out the Tabulation Form (see model)
4. Tabulation of Student Evaluations Form (Blank form & Model)

Arrange day and time of student evaluations with candidate

Turn ON the machine

Run PINK side through machine

STUDENT EVALUATION FORM DELIVERY FLOW CHART



NOTES:

- ❖ Candidate receives tabulation form prior to turning in grades. All other student evaluation information is given to the candidate **AFTER** grades have been submitted. Counselors, Librarians and Child development faculty should receive all other student evaluation information before leaving for the break.
- ❖ For more specific instructions refer to the Instruction sheet in Section D.

APPENDIX J2
STUDENT EVALUATION FORM: FOR CLASSROOM INSTRUCTION - PART A
(Articles 6 and 6A – Evaluation)
Foothill-De Anza Community College District

Instructor _____

Course (department, number, time) _____

One of the major responsibilities of the District is to promote high teaching standards among its faculty. Please take the time to evaluate this course for your instructor.

PART A

Evaluate both the course and the instructor by marking the appropriate letter on the scantron form. Please be thoughtful and candid in your responses.

Please mark the answer sheet for each of the following questions:

- a = Strongly Agree
- b = Agree
- c = Disagree
- d = Strongly Disagree
- e = No Opinion/Not Applicable

About the Course:

1. The course contributed to my general knowledge and education.
2. Text and other reading material were appropriate and useful.
3. Course objectives and grading policies were distributed and clearly explained.
4. Amount and types of assigned course work were appropriate.
5. Course content was well organized.
6. Class activities were appropriate.
7. Tests were clearly written and related to subject matter.
8. Grading was fair and impartial.

About the Instructor:

9. Demonstrated an enthusiasm for the subject.
10. Was knowledgeable and prepared for class.
11. Motivated student interest and intellectual effort.
12. Encouraged students to ask questions and participate in class discussions.
13. Encouraged individual thinking and differences of opinion.
14. Used full class time effectively.
15. Maintained classroom atmosphere conducive to learning.
16. Spoke clearly.
17. Was accessible for individual conferences and office hours.
18. Demonstrated sensitivity in working with students of diverse racial and ethnic back grounds, sexual orientations, and physical and mental disabilities.
19. Convened class regularly and on time.
20. I would recommend this instructor.

INSTRUCTIONS FOR PROCESSING RESULTS OF THE FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT STUDENT EVALUATION FORM FOR CLASSROOM INSTRUCTION – PART A

What You Will Need:

- A blank 20-S form (4 ½ by 11 inches, blue and pink in color)
- A blank 9870 form (8 ½ by 11 inches white with orange printing)
- Your stack of completed student evaluations and 20-S forms.
- 1 white “Tabulation of Student Evaluation” form (8 ½ by 11 inches)

Step-by-Step Instructions:

According to the *Faculty Agreement (section 6A.6.4)*, you CANNOT pass this duty off to be completed by any other person, including Administrative Assistants. You must see this process through from beginning (administrative the evaluations in the classroom) to end (running the scantrons off and filling in the white tally sheet).

Use a blank Form 20-S to create your master. Both sides of the 20-S form have bubble boxes marked [3] and [5] at the far left-edge of the paper. Bubbling in the [5] box on both sides turns the form into a master.

Your **ORANGE** tally sheet is ready to use as is, but it's recommended that you **write in the name of the instructor under “survey name” and the class being run under “date.”**

Now you are ready to begin processing your evaluations.

- Turn the machine on and run your master through with the **BLUE** side up. (The corner notch should lead at the bottom left-hand corner.)
- The machine will type a “50” on the right-hand side of the form.
- Next, feed each student evaluation through, blue side up, notch in the lower left-hand corner, until done.
- The machine should type a “40” on the right-hand side of the form. (Any number less than 40 indicates that the machine has read more than one answer to a particular question.)
- When you have finished with the blue side, run through the **ORANGE** tally sheet, being sure to send column 1a through 5e first and column 6a through 10e second.

Next, **TURN OFF THE MACHINE**. The Scantron in the mailroom does not have a clear button, so the only way to clear stored memory is by shutting the unit off and turning it back on.

Proceed with the **PINK** side of the evaluation forms by running through your master followed by your stack of student completed evaluation forms. Make sure the notch is in the top left-hand corner when running the pink side of the form. When you have finished, run through the **ORANGE** tally sheet being sure to send column 11a through 15e first and column 16a through 20e second.

The last step is to copy the recorded numbers from the tally sheet to the “Tabulation of Student Evaluations” form. Make two copies of this form. Give one copy to the candidate, keep one for the committee file, and put the **original white Tabulation of Student Evaluations form** in the Tenure Review Coordinator's mailbox. If you have any questions regarding processing your student evaluations, please call the Tenure Review Coordinator.

Bubble
in Top

SCANTRON SAMPLE

SCANTRON FORM 20-S

SURVEY ANSWER FORM
20 QUESTION

IMPORTANT

- MARK YOUR CHOICE WITH A #2 PENCIL
- MATCH LETTERED CHOICE WITH CORRESPONDING LETTERED BOX

EXAMPLE: 1

	<input type="checkbox"/>	a
	<input type="checkbox"/>	b
	<input type="checkbox"/>	c
	<input type="checkbox"/>	d
	<input type="checkbox"/>	e

1237999-12 11 10 9 8 7 6 5 4 3 2 1

DO NOT MARK OR WRITE IN SHADED AREA

DO NOT MARK OR WRITE IN SHADED AREA

Comments:

Bubble in Top

TABULATION OF STUDENT EVALUATION

Instructor: _____

Course: _____

Prepared by: _____

Date of Evaluation: _____

- a = Strongly Agree
- b = Agree
- c = Disagree
- d = Strongly Disagree
- e = No Opinion / Not Applicable

About the Course:

- | | | | | | |
|---|---|---|---|---|---|
| 1. The course contributed to my general knowledge and education. | a | b | c | d | e |
| 2. Text and other reading material were appropriate and useful. | a | b | c | d | e |
| 3. Course objectives and grading policies were distributed and clearly explained. | a | b | c | d | e |
| 4. Amount and types of assigned course work were appropriate. | a | b | c | d | e |
| 5. Course content was well organized. | a | b | c | d | e |
| 6. Class activities were appropriate. | a | b | c | d | e |
| 7. Tests were clearly written and related to subject matter. | a | b | c | d | e |
| 8. Grading was fair and impartial. | a | b | c | d | e |

About the Instructor:

- | | | | | | |
|---|---|---|---|---|---|
| 9. Demonstrated an enthusiasm for the subject. | a | b | c | d | e |
| 10. Was knowledgeable and prepared for class. | a | b | c | d | e |
| 11. Motivated student interest and intellectual effort. | a | b | c | d | e |
| 12. Encouraged students to ask questions and participate in class discussions. | a | b | c | d | e |
| 13. Encourage individual thinking and differences of opinion. | a | b | c | d | e |
| 14. Used full class time effectively. | a | b | c | d | e |
| 15. Maintained classroom atmosphere conducive to learning. | a | b | c | d | e |
| 16. Spoke clearly. | a | b | c | d | e |
| 17. Was accessible for individual conferences and office hours. | a | b | c | d | e |
| 18. Demonstrated sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientation, and physical and mental disabilities. | a | b | c | d | e |
| 19. Convened class regularly and on time. | a | b | c | d | e |
| 20. I would recommend this instructor. | a | b | c | d | e |

Tabulation Example

TABULATION OF STUDENT EVALUATIONS

Instructor: MARSHA Smith Course: PE26B
Prepared by: Jim Jones Date of Evaluation: Nov. 9, 200

a = Strongly Agree
b = Agree
c = Disagree
d = Strongly Disagree
e = No Opinion/Not Applicable

About the Course:

- | | |
|---|---|
| 1. The course contributed to my general knowledge and education. | a <u>20</u> b <u>5</u> c <u>0</u> d <u>0</u> e <u>0</u> |
| 2. Text and other reading material were appropriate and useful. | a <u>21</u> b <u>3</u> c <u>0</u> d <u>0</u> e <u>1</u> |
| 3. Course objectives and grading policies were distributed and clearly explained. | a <u>22</u> b <u>3</u> c <u>0</u> d <u>0</u> e <u>0</u> |
| 4. Amount and types of assigned course work were appropriate. | a <u>20</u> b <u>2</u> c <u>0</u> d <u>0</u> e <u>3</u> |
| 5. Course content was well organized. | a <u>23</u> b <u>2</u> c <u>0</u> d <u>0</u> e <u>0</u> |
| 6. Class activities were appropriate. | a <u>21</u> b <u>4</u> c <u>0</u> d <u>0</u> e <u>0</u> |
| 7. Tests were clearly written and related to subject matter. | a <u>20</u> b <u>5</u> c <u>0</u> d <u>0</u> e <u>0</u> |
| 8. Grading was fair and impartial. | a <u>21</u> b <u>4</u> c <u>0</u> d <u>0</u> e <u>0</u> |

About the Instructor:

- | | |
|--|---|
| 9. Demonstrated an enthusiasm for the subject. | a <u>20</u> b <u>2</u> c <u>0</u> d <u>0</u> e <u>3</u> |
| 10. Was knowledgeable and prepared for class. | a <u>21</u> b <u>3</u> c <u>0</u> d <u>0</u> e <u>1</u> |
| 11. Motivated student interest and intellectual effort. | a <u>23</u> b <u>1</u> c <u>1</u> d <u>0</u> e <u>0</u> |
| 12. Encouraged students to ask questions and participate in class discussions. | a <u>24</u> b <u>1</u> c <u>0</u> d <u>0</u> e <u>0</u> |
| 13. Encouraged individual thinking and differences of opinion. | a <u>21</u> b <u>2</u> c <u>2</u> d <u>0</u> e <u>0</u> |
| 14. Used full class time effectively. | a <u>20</u> b <u>0</u> c <u>0</u> d <u>0</u> e <u>5</u> |
| 15. Maintained classroom atmosphere conducive to learning. | a <u>21</u> b <u>2</u> c <u>1</u> d <u>0</u> e <u>1</u> |
| 16. Spoke clearly. | a <u>25</u> b <u>0</u> c <u>0</u> d <u>0</u> e <u>0</u> |
| 17. Was accessible for individual conferences and office hours. | a <u>24</u> b <u>1</u> c <u>0</u> d <u>0</u> e <u>0</u> |
| 18. Demonstrated sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. | a <u>23</u> b <u>1</u> c <u>0</u> d <u>0</u> e <u>1</u> |
| 19. Convened class regularly and on time. | a <u>21</u> b <u>0</u> c <u>0</u> d <u>0</u> e <u>4</u> |
| 20. I would recommend this instructor. | a <u>25</u> b <u>0</u> c <u>0</u> d <u>0</u> e <u>0</u> |

Example

SECTION E

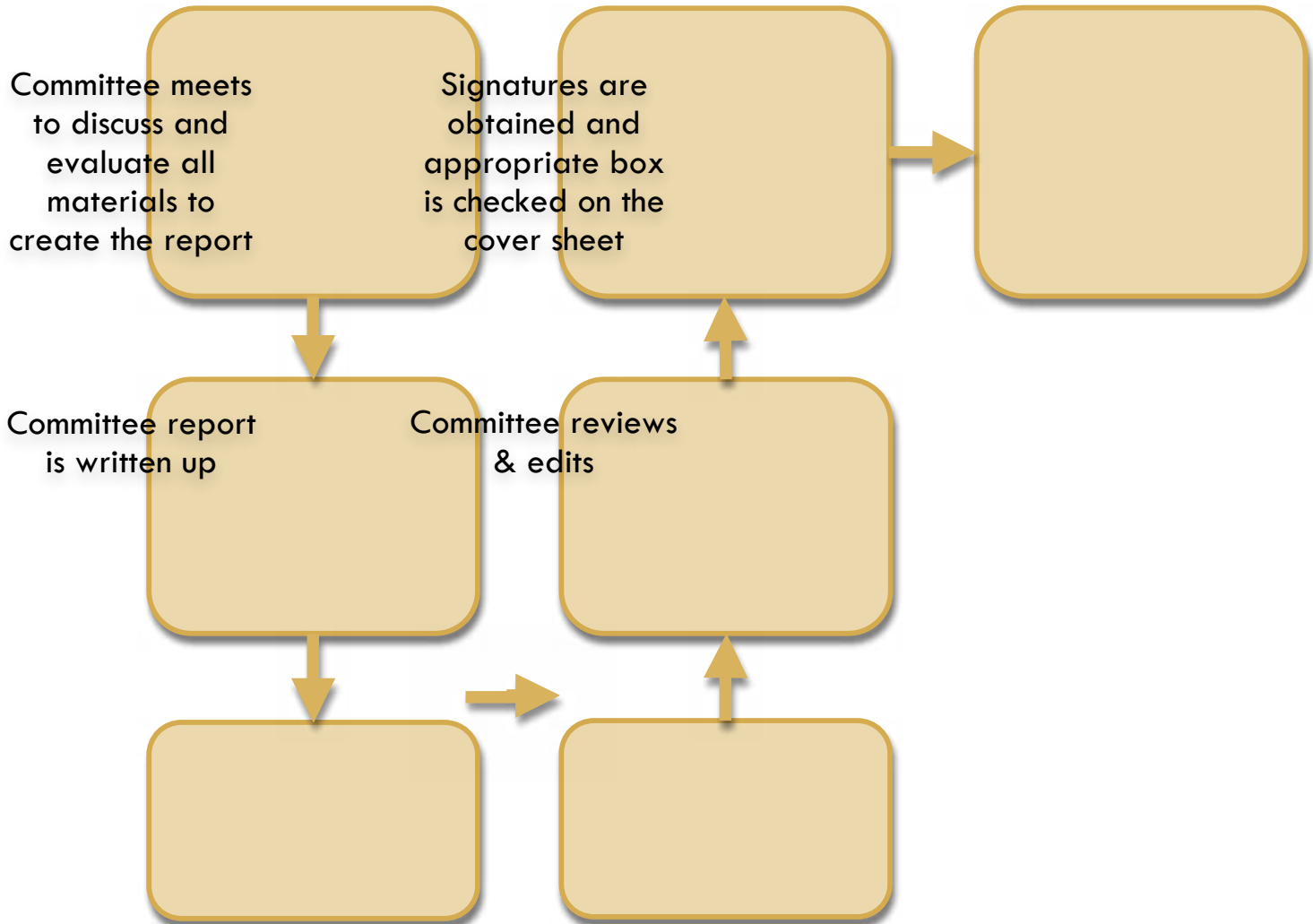
1. Delivery Flow Chart
2. Committee Evaluation & Report of New Faculty member
3. Format for Tenure Review Committee Final Recommendation
4. Instructions
5. Model

Gather evaluation materials (peer & student tabulations)

Committee members sign and check. Report due on Friday of the 5th week of January

Deliver to Tenure Review Coordinator's mail box in Mail Room

COMMITTEE REPORT DELIVERY FLOW CHART



NOTES:

- ❖ Make sure there are 4 distinct categories to your report – NOT just one long narrative. The four categories are: Summary of Committee Members' Reports, Summary of Student Evaluations, Overall Strengths and Suggestions for Improvement.
- ❖ Please be mindful that this is a formal report that introduces the candidate, and is representative of you, to the Foothill/De Anza Board of Trustees.

**DE ANZA COLLEGE
COMMITTEE EVALUATION OF NEW FACULTY MEMBER**

QUARTER

ACADEMIC YEAR

INSTRUCTOR: _____ 1st Year 2nd Year 4th Year
 Division: _____ Assignment: _____
 Committee Chair: _____

The following headings are suggestions of areas that should be addressed in the committee recommendation report. Because the spaces do not allow for adequate comment, attach additional sheets as needed.

- OVERALL ASSESSMENT ACCORDING TO "CRITERIA FOR EVALUATING FACULTY FOR TENURE" (in the Tenure Review Handbook)
- STUDENT EVALUATION RESULTS & SELF-EVALUATION REPORTS
- EVIDENCE OF CONTINUED PROFESSIONAL GROWTH (4TH YEAR)
- FINAL GROUP RECOMMENDATION INCLUDING AREAS FOR GROWTH

Committee signatures:

Recommendation for
Continuance of Employment:

Yes No

Division Dean	Date	<input type="checkbox"/>	<input type="checkbox"/>
---------------	------	--------------------------	--------------------------

Division Representative	Date	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------	------	--------------------------	--------------------------

Department Representative	Date	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------	------	--------------------------	--------------------------

Faculty-at-Large	Date	<input type="checkbox"/>	<input type="checkbox"/>
------------------	------	--------------------------	--------------------------

Manager	Date	<input type="checkbox"/>	<input type="checkbox"/>
---------	------	--------------------------	--------------------------

I have reviewed and approve this recommendation:

Vice President of Instruction / Student Services	Date	<input type="checkbox"/>	<input type="checkbox"/>
--	------	--------------------------	--------------------------

President	Date	<input type="checkbox"/>	<input type="checkbox"/>
-----------	------	--------------------------	--------------------------

FORMAT FOR TENURE REVIEW COMMITTEE FINAL RECOMMENDATION:

Summary of Committee Members' reports

Summary of Student Evaluations

Overall Strengths

Suggestions for Improvement

TENURE REVIEW COMMITTEE REPORT INSTRUCTIONS

1. Meet with the committee to discuss the content of the Committee Report.
2. Include information from all observations, and white student tally sheet ONLY (No student comments may be used).
3. Committee Chair types up report and has each member of the committee read it and changes are made if necessary.
4. The Committee Report must be broken down by sections: Summary of Committee Members' Reports, Summary of Student Evaluations, Overall Strengths and Suggestions for Improvement.
5. All committee members must sign the report and check appropriate box.
6. Once the Committee Report is complete, it is checked for all materials, deliver it to the Tenure Review Coordinator.

EXAMPLE

DE ANZA COLLEGE
COMMITTEE EVALUATION OF NEW FACULTY MEMBER

Winter 2011
QUARTER ACADEMIC YEAR

INSTRUCTOR: Marsha Smith 1st Year X 2nd Year 4th Year
Division: Physical Ed/Athletics Assignment: Instructor/Coach
Committee Chair: Jim Jones

The following headings are suggestions of areas that should be addressed in the committee recommendation report. Because the spaces do not allow for adequate comment, attach additional sheets as needed.

- OVERALL ASSESSMENT ACCORDING TO "CRITERIA FOR EVALUATING FACULTY FOR TENURE" (in the Tenure Review Handbook)
- STUDENT EVALUATION RESULTS & SELF-EVALUATION REPORTS
- EVIDENCE OF CONTINUED PROFESSIONAL GROWTH (4TH YEAR)
- FINAL GROUP RECOMMENDATION INCLUDING AREAS FOR GROWTH

Committee signatures:	Recommendation for Continuance of Employment:	
	Yes	No
<u><i>Semmie Smart</i></u> Division Dean	<u>1/27/11</u> Date	<input checked="" type="checkbox"/> <input type="checkbox"/>
<u><i>Jack Jones</i></u> Division Representative	<u>1/27/11</u> Date	<input checked="" type="checkbox"/> <input type="checkbox"/>
<u><i>Erin Beach</i></u> Department Representative	<u>2/2/11</u> Date	<input checked="" type="checkbox"/> <input type="checkbox"/>
<u><i>Marita Sanchez</i></u> Faculty-at-Large	<u>1-28-11</u> Date	<input checked="" type="checkbox"/> <input type="checkbox"/>
_____ Manager	_____ Date	<input type="checkbox"/> <input type="checkbox"/>
<i>I have reviewed and approved this recommendation:</i>		
<u><i>Barbara ...</i></u> Vice President of Instructional Services	<u>2/10/11</u> Date	<input checked="" type="checkbox"/> <input type="checkbox"/>
<u><i>Christine ...</i></u> President	<u>2/15/11</u> Date	<input checked="" type="checkbox"/> <input type="checkbox"/>

SUGGESTED FORMAT FOR TENURE REVIEW COMMITTEE FINAL RECOMMENDATION

Examples of Final Recommendations

SUMMARY OF COMMITTEE MEMBERS' REPORTS

It is suggested that Marsha Smith add depth to her softball roster and hire a new assistant coach to help with the responsibilities of coaching. Her numbers need to increase which means that she will have to spend more time recruiting for next season. It is recommended that Marsha make up a practice/lesson plan, that she has all the equipment set up or at least in the vicinity of the practice, and that she think through the drills addressing safety concerns that may arise. Overall, her instructions were clear, positive and interesting. She had a good voice and demeanor, and that she has developed a positive rapport with her student/athletes.

Marsha's beginning swimming class was also observed. It was suggested that when teaching a new stroke that she first have a student demonstrate the stroke in the water. It is much easier for students to see the stroke performed if they are above water level and, therefore, having them watch from the pool deck is a good idea. If the demonstration were performed at the beginning of class all the students would be dry and there would be no concern for any student becoming chilled. Marsha also demonstrated the sidestroke on one of the starting blocks at the side of the pool. She did a good job of breaking the stroke down into legs, arms and then completing the entire stroke even with a glide.

SUMMARY OF STUDENT EVALUATIONS:

During this first phase of the tenure review process, Marsha's, student evaluations were all very good. There are always students whose personality doesn't fit with the instructor, therefore, he/she will give the instructor low marks. There were very few low marks for this instructor. Students like Marsha's personality, ability to motivate and that she is fun to be around. She enjoys talking to students and getting to know them, their background and information about their culture. She is approachable and makes her classroom a safe environment for learning. She breaks down skills and teaches them to her students in a systematic manner that is easy to follow. She is very enthusiastic which the students also seem to appreciate.

OVERALL STRENGTHS:

Marsha was hired by the Physical Education/Athletics Division for the position of Instructor/Coach and is in the first phase of the process. I expect to see continuous growth and change for this candidate during the tenure process.

Marsha is looking to the future to add more student/athletes to her women's softball roster through her recruiting efforts. This year is a tough one for her as a coach. The student/athletes that Marsha has on her roster are left over from the previous part-time coach who did not teach discipline, drive, responsibility for grades and athletics or team cohesiveness. Next year she will be putting her own team together who will be playing by her rules and her expectations. Marsha has a passion for the sport of softball. She was an "All American" player at UCLA and has the drive to make her players all top ranking players if she can instill in them her work ethics and knowledge.

Marsha Smith came to De Anza College and the Physical Education/Athletics Division with limited teaching experience. In the past she only had experience teaching a spinning class. Upon being hired she was told that she would have to learn how to teach swimming. During Summer session prior to the 2009/2010 school year, Marsha, took two swimming classes. She was on the pool deck everyday that the two classes met shadowing Mark and developing the skills to teach. Even though she didn't get paid for helping with the swimming classes and for coaching she was also on the field working with her student/athletes, primarily the pitcher that she hoped would start this softball season. Marsha shows a dedication for learning to teach physical education activities and as a softball coach.

During the Fall Quarter Marsha also learned how to teach PE8 (Total Fitness), PE4 (Strength Development), and PE12 (Aqua Exercise). This quarter she has added PE6F (Deep Water Running) and PE6G (Aerobic Swimming). Marsha is interested in expanding her knowledge and ability to teach a wide variety of activities and in the future will be versatile in the number of activity classes she is capable of teaching. The Physical Education/Athletic Division at De Anza needs to have more Instructors/Coaches who can teach a wide variety of classes. This is important to be able to keep up with the fast changing fitness trends.

From the very beginning of the Fall Quarter, Marsha, has followed her student/athletes progress in the classroom. She has tutored students in math, has found tutors to teach, and has also been in instructors offices to gain help for her athletes and to understand why certain individuals are not doing well on exams. Marsha is not afraid to ask questions, seek help, or accept constructive criticism.

SUGGESTIONS FOR IMPROVEMENT:

As Marsha continues as a colleague in the Physical Education/Athletic Division at De Anza

College, there are many suggestions for her continued growth as a professional of Physical Education/Athletics.

The committee hopes that Marsha will continue to work hard in the development of her Women's Softball program. It is important that she recruits top athletes to build the program and continues with one to two assistant coaches to help with the many responsibilities of running a team. Aaron Gomez spoke to her about a different assistant coach who would work well with her and the players and who will help her bring professionalism back to the coaching staff of the women's softball program. To continue with her own growth as a softball coach, it is highly recommended that Marsha attend clinics/workshops to further her own skills, knowledge and to expand her network in the softball arena.

Marsha has inherited the athletes she now has on her Women's Softball Team. It is important that she continues working hard through this season. With new recruits next year she can begin to mold the softball program in a manner that suits her personality and coaching style. Recruiting is a large factor for her. I want to stress the importance of maintaining accurate lists of every athlete she speaks to because the paper trail and information is very important. Because of past recruiting violations that our athletic program was accused of, it is very important that accurate records and a paper trail always be maintained. I am sure Marsha will be doing precisely that and will have needed information readily available for all aspects of her program.

It is recommended that Marsha continue her growth by attending workshops and by taking classes in the Division to learn new activities to teach. This is important for the Division and also important for her continued growth on the job. The ability to teach a variety of classes will help to keep the work and day-to-day schedule interesting and challenging. The Division needs leaders who have a willingness to look beyond themselves into the future to provide the best program possible for the students/athletes who attend De Anza College. I feel that Marsha has the ability to do this and I have the confidence that she has the willingness to continually grow throughout her tenure and beyond.

SECTION F

Highlights of Article 6A- Probationary Faculty

HIGHLIGHTS OF ARTICLE 6A-PROBATIONARY FACULTY 2007-2010 FHDACCD-FA AGREEMENT

PROVISION	EXPLANATION OF NEW LANGUAGE	ORIGIN	APPLIES TO:
<i>Professional Growth Activity Requirement</i>	6A.1.3 By the end of the four-year tenure process, probationary faculty shall satisfy the nine (9) quarter unit professional growth activity requirement in order to continue advancement on the salary schedule.	Previously in effect but not stated in 6A	ALL Committees
<i>Changes to Process</i>	6A.2.1 If negotiated change to existing process occurs, all TRC participant will be notified.	NEW	ALL Committees
<i>J2 Student' Evaluations</i>	6A.2.3 "Part B" of the Student Evaluation Form goes to the chair and are reviewed by the Committee and by the candidate after submission of final grades for the quarter. In no case shall Part B become part of the written reports and/or recommendations of the Committee.	Clarifying Language	ALL Committees
<i>Feedback from outside committee</i>	6A.2.4 Administrators, faculty or staff with firsthand knowledge of a candidate's professional performance may voluntarily share that knowledge with the Committee in person or through a signed statement; this information is NOT an official evaluation nor does it become part of the employee's personnel file. The Committee determines whether such information is timely, relevant, valid, and substantive, and decides whether to pursue corroborative investigation through first-hand evaluation by one or more members.	Previously in effect and stated in Handbook, but not stated in 6A	ALL Committees
<i>Tenure Review Coordinator Role</i>	6A.3 The Tenure Review Coordinator shall assist the candidate in understanding the tenure review process and/or resolving concerns about the procedures or membership of the tenure review committee.	Previous language did not specify this Coordinator role	ALL Committees
<i>Follow-up to Vice Pres. Evaluation in Phase III</i>	6A.4.3.2 Faculty member of Core Committee performs follow-up evaluation that includes—but is not limited to—areas assessed by Vice President.	Clarifying Language	ALL Committees
<i>Committee Membership</i>	6A.5.1 [as of Fall 2007] In Phases I and II, the Tenure Review Committee shall consist of five members: the Core Committee plus the Vice President and an at-large member from outside the division.	Previous language specified VP and at-large served only in Phase II	NEW Committees ONLY

<i>Role of VP and at-large in Phase I</i>	6A.5.2 [as of Fall 2007] In Phase I, at least three probationary evaluations shall be performed, one by each of the Core members. If the Committee determines that additional probationary evaluations are necessary, the Vice President and the at-large faculty member shall each perform a probationary evaluation. At the discretion of the Tenure Review Committee, one or more members of the Core Committee may also perform an additional evaluation.	Previous language did not include roles of VP and at-large in Phase I	NEW Committees ONLY
<i>Confidentiality</i>	6A.6.2 All Tenure Review Committee members shall respect the confidentiality of the process.	Previously expected but not stated in 6A	ALL Committees
<i>Objectivity</i>	6A.6.3 Tenure Review Committee members shall maintain objectivity in performing their evaluative responsibilities. To that end, members shall disqualify themselves if they believe they cannot maintain impartiality toward a candidate. 6A.6.3.1 Whenever possible, no more than one faculty member from the candidate's hiring committee shall serve on the tenure review committee. 6A.6.3.2 Every effort shall be made to create tenure review committee membership with representation from different ideologies or pedagogies in the discipline. 6A.6.3.3 All committee members shall respect the academic freedom of the candidate to employ pedagogy or methodology appropriate to the discipline but which differs from the instructional practices of the individual committee members.	Previously expected but not stated in 6A NEW NEW Previously expected but not stated in 6A	ALL Committees NEW Committees ONLY NEW Committees ONLY and committee member replacements ALL Committees
<i>Academic Freedom</i>			
<i>Committee Member's Responsibilities</i>	6A.6.4 Tenure Review Committee members shall not delegate their evaluation responsibilities, including the distribution and tabulation of student evaluations, to any other employee.	Previous language did not include J2 processing	ALL Committees
<i>Removal of Member from Tenure Review Committee</i>	6A.21.3 If the Due Process Panel determines that a member be removed from the committee: faculty replacement nominated by division and confirmed by the Senate; administrative replacements appointed by the President.	Clarifies process for replacing a committee member	ALL Committees
<i>Phase Report</i>	6A.22 Committee recommendation at the end of each phase must be based on the evaluations, written criteria known to the candidate, and performance areas identified to the candidate as needing improvement. 6A.22.1 The Phase report, if not unanimous, shall include both a majority and minority recommendation, signed accordingly.	Previously expected but not stated in 6A NEW	ALL Committees ALL Committees