

1
2
3 **TENTATIVE AGREEMENT BETWEEN THE**
4 **SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT AND THE**
5 **SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT FACULTY ASSOCIATION,**
6 **CTA/NEA**

7 **June 13, 2022**

8
9 The collective bargaining proposal presented herein by the South Orange County Community
10 College District Faculty Association, CTA/NEA (hereinafter referred to as the "Association") to the
11 South Orange County Community College District is expressly made pursuant to the Education
12 Employment Relations Act and the Collective Bargaining Agreement between the parties.

13
14 The following proposal is intended to apply only to the Article set forth below. All other provisions
15 of the Collective Bargaining Agreement shall be deemed to remain unchanged except as set forth
16 below or as otherwise mutually agreed:

17
18
19 **ARTICLE 17**
20 **EVALUATIONS**

21
22 **Probationary, Tenured and Part-Time**

23
24 ~~The parties agree, during the term of this agreement, to form a subcommittee to review and~~
25 ~~update student evaluation forms and the processes for their collection in the classroom and~~
26 ~~other instructional spaces and to negotiate the terms for incorporation of student evaluations in~~
27 ~~the formal evaluation process for faculty members. The student evaluation instrument and~~
28 ~~process will be determined prior to student evaluations being incorporated into the faculty~~
29 ~~evaluation process. It is the intent of both parties that the results of student evaluations shall be~~
30 ~~fully integrated into the faculty performance review process by the 2023-2024 academic year.~~
31 ~~Until agreement is reached, the current materials and processes will be used.~~

32
33 **Purpose**

34
35 The primary purpose of the evaluation of faculty is the continued improvement of instruction and
36 instructional support services.

37
38 **17.1. Probationary Faculty Evaluations**

39
40 The four-year probationary period is intended to provide sufficient time for the new
41 faculty member to understand the expectations of a tenured faculty member, to develop
42 the skills and acquire the experience to participate successfully in the educational
43 process, and to use appropriate resources for professional growth and development.
44 Faculty recommended for tenure, therefore, must reflect this standard of excellence in
45 their performance of faculty duties and interaction with students and colleagues.

46
47 **a. Probationary Period**

48
49 A probationary faculty member must be evaluated at least once in each
50 academic year of service. (Educ. Code §87663(a).) The probationary period is
51 ordinarily a four-year process (as described in Educ. Code §§87600-87612):

52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102

- (1) Step One – Initial Hiring: First Contract (one year)
A probationary faculty member (or contract employee) is hired initially on a one-year contract (§87605). In order to receive a year’s credit toward attainment of tenure the faculty member must work at least 75% of the number of days in the regular academic year (§87468). This means that the faculty member must work both the fall and spring semesters (§87601). If a faculty member is hired in the spring semester, the first year will not be complete until the faculty member teaches a complete academic year, usually during the academic year following the semester of hire.
- (2) Step Two – Second Contract (one year)
If a probationary faculty member is not notified of the Board’s decision not to issue a contract for the following academic year on or before March 15 of their first year, they are issued a second one-year contract (§§87608 and 87610(a)).
- (3) Step Three – Third Contract (two years)
If a probationary faculty member is not notified of the Board’s decision not to issue a contract for the following academic year on or before March 15 of the second year, they are issued a third, two-year contract (§§87608.5 and 87610(a)).
- (4) Step Four – Granting Tenure
If the probationary faculty member is not notified on or before March 15th of the fourth year that the Board has decided not to employ (i.e., to dismiss) the faculty member as a permanent, tenured employee for all subsequent years, the faculty member will return in the fall of the subsequent academic year as a permanent, tenured employee (§§87609 and 87610).

b. Tenure Review Committee (TRC) **and Peer Evaluators**

A Tenure Review Committee (TRC) will follow the candidate(s) through the entire probationary period. Members of this committee have an obligation to commit to the time frame, uphold the confidentiality of the tenure review process, uphold the principles of equal employment opportunities, promote and respect diversity and equity, review appropriate documents, and conduct fair and unbiased evaluation for the purpose of reaching a tenure decision.

Committees for different probationary faculty members may have the same membership but will function separately. However, general team orientation meetings about the tenure review process may be conducted with multiple TRCs at the division, college, or District level.

Appointment to a TRC will count toward fulfillment of a faculty member’s college service obligation and may be eligible for staff development credit as appropriate.

The TRC will be comprised of the following four persons:

103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152

- (1) The dean/**academic administrator**, who is a participating member, is responsible for overseeing the evaluation process, collecting all evaluation materials, and submitting the annual Faculty Performance Evaluation report as prepared by the TRC, including a recommendation regarding the continued employment of the probationary faculty member.
- (2) Two (2) tenured faculty members/**peer evaluators** from the department and/or division/school, or related department and/or division/school, who will serve as participating members. The appointment of these faculty members will follow consultation and consensus between the dean and the department chair(s).
- (3) In addition, the probationary faculty member will be responsible for selecting a full-time faculty member to serve as a mentor, who will be an advisory member of the TRC. The purpose of the mentor is to serve as an advisor to support and assist the probationary faculty member. The mentor will attend all TRC meetings where the probationary faculty member is present, but will not contribute to the writing or creation of the evaluation report. The mentor is not required to do an observation, but may at the request of the probationary faculty member. The mentor should be a faculty member who is familiar with the tenure review process and evaluation procedures as contained in the Academic Employee Master Agreement and with department and division/school policies and procedures. Probationary faculty members may replace their faculty mentor at their discretion.
- (4) The appointed members of the TRC shall remain the same throughout the entire tenure review process except in extenuating circumstances. If a participating faculty member of the TRC becomes unavailable or unable to continue, or if a conflict of interest is identified as agreed to by the Association and the District, the dean shall appoint a replacement faculty member in consultation and consensus with the department chair(s) or the Academic Senate if the conflict is with the department chair or there is no department chair.

c. Probationary Faculty Evaluation Components

- (1) Self-Evaluation
 - (a) It is essential that each probationary faculty member take full responsibility for the appropriate portions of their tenure review process.
 - (b) The probationary faculty member will submit to the TRC a portfolio including a report of college, District, or committee service; accomplishments (such as publications, exhibitions, or performances); awards and achievements; appropriate class materials-(such as sample syllabi and assignments); goals and objectives for the next evaluation cycle; mentoring opportunities;

153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200
201
202
203

and other pertinent documents, **as determined by the probationary faculty member.**

(2) Instructional Activity Observations

The TRC will conduct scheduled classroom/worksite/electronic visitation(s) as needed and submit written comments to the dean/academic administrator. **Probationary faculty who are assigned teaching hours in addition to counseling, guiding, and advising students in their roles as counselors, librarians, and learning disability specialists shall be evaluated in both their teaching and student service roles.**

- (a) The probationary faculty member and the TRC **members** will mutually agree on the course(s) or equivalent in which the scheduled observation(s) will take place, so that the faculty member may be observed under optimum conditions for displaying their abilities.
- (b) Each evaluation shall include at least one (1) observation, lasting at least fifty (50) minutes. For **online** classes, the probationary faculty member will present the course to the member(s) of the TRC during an observation lasting at least fifty (50) minutes.

(3) Student **Evaluations Surveys**

- (a) The District and Association will mutually agree upon the method and system used for the collection of student surveys, ~~including the implementation of student nudges,~~ in order to ensure the highest possible participation rate. If changes to the collection system become necessary, the District and Association will meet and mutually agree on a new system. If both parties are unable to reach mutual agreement, the Chancellor shall make the final determination.
- (b) Student ~~evaluations~~ **surveys** will be conducted in ~~each~~ **all** classes **taught by the faculty member** during the fall and spring semesters, ~~throughout the probationary period.~~ The objective will be to determine the student response to areas such as the fulfillment of the stated and distributed course objectives, effective communication, and respect for students' rights and needs.
- (c) For those faculty members who engage in instruction outside of the classroom, including librarians, counselors, and learning disability specialists, student ~~evaluations~~ **surveys** will be collected within five (5) days of student contact sessions (i.e., student appointments or reference desk visits) during **a designated four-week period** each fall and spring semester.
- (c) **Throughout the probationary period,** ~~s~~Student evaluation materials **surveys** shall be available to the TRC and may be used in the faculty performance evaluation. Results of the student

204 ~~evaluations~~ **surveys** will be discussed with the probationary
205 faculty member; however, ~~copies of the student evaluations~~
206 **surveys themselves** will not be provided **available** to the faculty
207 member until after the due date for grades.
208

209 (e) **Student surveys alone may never be used as the sole**
210 **justification for an overall evaluation rating.**

211
212 (4) Report Preparation

213
214 (a) The TRC will complete a Faculty Performance Evaluation Report
215 (Appendix B), including a recommendation of continued
216 employment, based upon:

- 217
218 i. the materials from the probationary faculty portfolio;
219
220 ii. results of observations and student ~~evaluations~~ **surveys**;
221
222 iii. items relevant to the instructional duties assigned to the
223 probationary faculty member, including adherence to
224 Board Policy and college processes and deadlines;
225
226 iv. a review of activities which are outside of the instructional
227 duties, including those defined within Board Policy and the
228 appropriate job posting;
229
230 v. information regarding participation in curriculum
231 development and review, and in development and
232 assessment of student learning outcomes. Any information
233 included in the probationary faculty member's evaluation
234 regarding participation in curriculum or student learning
235 outcome processes must be verified and documented.

236
237 (b) Faculty members shall not be held accountable for any aspect of
238 the educational program over which they have no authority.
239

240 (c) Evaluations are to be based on the materials described in this
241 article. Hearsay statements, rumors or information from
242 anonymous sources, other than student evaluations, shall be
243 excluded from written evaluations. The TRC may include in the
244 written evaluation information which has been documented
245 through a completed investigation subsequent to a complaint, the
246 findings of which investigation have been delivered to the faculty
247 member under evaluation prior to the inclusion of this information
248 in the evaluation report.
249

250 (5) Follow-up Procedures

251
252 (a) If the faculty member's performance receives an overall rating
253 below "Meets Standards," the TRC will develop a performance
254 improvement plan, including follow-up activities, dates of

255 completion, and measurable outcomes to address those
256 performance issues requiring correction. A performance
257 improvement plan may be developed by the TRC for a rating
258 below “Meets Standards” in any individual category. A
259 performance improvement plan shall not be required for
260 probationary faculty members who have been notified that they
261 will not be recommended for further employment with the District.

- 262
- 263 (b) The TRC, including the mentor, will meet with the probationary
264 faculty member to discuss the summary report.
- 265
- 266 (c) On behalf of the TRC, the dean will forward recommendation(s),
267 with appropriate supporting documentation, to the appropriate vice
268 president and president.
- 269
- 270 (d) An additional evaluation may be scheduled during the spring
271 semester if desired by the TRC.
- 272

273 (6) Administration Review

- 274
- 275 (a) The appropriate vice president will:
 - 276
 - 277 i. review recommendation(s),
 - 278
 - 279 ii. forward recommendation(s), including their
280 recommendations based upon their direct observation, to
281 the president.
 - 282
- 283 (b) The president will:
 - 284
 - 285 i. review recommendation(s),
 - 286
 - 287 ii. forward recommendation(s), including their
288 recommendations based upon their direct observation, to
289 the Chancellor.
 - 290
- 291 (c) The Chancellor will:
 - 292
 - 293 i. review recommendation(s),
 - 294
 - 295 ii. forward recommendation(s), including their
296 recommendations, to the Board of Trustees.
 - 297

298 d. Evaluation Timelines

299
300 The dean/**academic administrator** will initiate the course of action to establish
301 the tenure review process for each newly hired faculty member. Except for
302 submission of the recommendation from the TRC by December 15 as described
303 in Section 17.1.d.1i below, the evaluation timelines in this article are
304 recommended guidelines only.
305

- 306 (1) First Contract Year
307
308 (a) For those faculty members whose first contract is issued in the
309 spring semester, the faculty member's initial spring semester and
310 the following academic year will be considered their first contract
311 year.
312
313 (b) The TRC meets with the new faculty member (and throughout the
314 four-year process as appropriate).
315
316 (c) TRC membership is reported by the dean/academic
317 administrator to the appropriate vice president for each new
318 faculty member by September 15.
319
320 (d) The TRC meets with the faculty to discuss the process, format,
321 objectives, timelines, and expectations.
322
323 (e) The probationary faculty portfolio shall be submitted to the TRC by
324 October 15.
325
326 (f) Student evaluations surveys are to be initiated prior to
327 November 1 for the fall semester and prior to April 4May 1 for
328 the spring semester. The results of the student evaluations
329 surveys shall be discussed with the TRC and the
330 probationary faculty member. Copies of the student
331 evaluations surveys will be provided to the probationary
332 faculty member after the due date for grades.
333
334 (g) Observations are completed and returned to the dean by
335 November 15.
336
337 (h) Post-visit discussions to be held with the faculty member prior to
338 December 1.
339
340 (i) The TRC reaches its recommendation and completes a written
341 report by December 15.
342
343 (j) The recommendation of renewal or non-renewal is submitted by
344 the dean/academic administrator to the appropriate vice
345 president and the president no later than December 20.
346
347 (k) Letter of non-renewal or one (1) year renewal will be sent no later
348 than March 15. If a probationary faculty member is not notified of
349 the Board's decision not to issue a contract for the following
350 academic year on or before March 15 of their first contract year,
351 they will be issued a second one-year contract.
352
353 (l) A new faculty member whose initial hire date begins with the
354 spring semester will be evaluated during the spring semester and
355 again during the fall semester of the subsequent academic year.
356 (2) Second Contract Year

- 357
- 358 (a) Follow the same timeline and process as the first contract year.
- 359
- 360 (b) Second semester: A letter of non-renewal or two (2) years renewal
- 361 will be sent no later than March 15. If a probationary faculty
- 362 member is not notified of the Board's decision not to issue a
- 363 contract for the following academic year on or before March 15 of
- 364 their second contract year, they will be issued a third, two-year
- 365 contract.
- 366
- 367 (3) Third Contract Year
- 368
- 369 Follow the same timeline and process as the first contract year.
- 370
- 371 (4) Fourth Contract Year
- 372
- 373 (a) Follow the same timeline and process as the first contract year.
- 374
- 375 (b) Second semester: a letter of tenure or non-renewal will be sent no
- 376 later than March 15. If no notice is received on or before March 15
- 377 of the fourth year, the faculty member will return in the fall of the
- 378 subsequent academic year as a regular tenured employee.

379

380 e. Violations of the Evaluation Process

381

382 Allegations that the District has not complied with the evaluation procedures shall

383 be processed through the grievance procedure in this Agreement. While

384 violations of these evaluation procedures may be subject to the grievance

385 procedure, a non-substantive error in the evaluation shall not be grievable. The

386 parties recognize that there are many deadlines and procedural requirements in

387 the process and that peers are involved. While the parties expect the process to

388 be followed as written, they recognize that a non-substantive procedural error

389 could occur but may not require a change in the result. A "substantive error" is

390 one which, if not made, would have changed the result.

391

392 17.2. **Tenured Faculty Evaluation**

393

394 The tenured faculty evaluation process is designed to improve the teaching and learning

395 process and delivery of student services, to provide a basis for professional growth and

396 development, and to comply with California State Community College laws and

397 regulations. **Tenured faculty who are assigned teaching hours in addition to**

398 **counseling, guiding, and advising students in their roles as counselors, librarians,**

399 **and learning disability specialists shall be evaluated in both their teaching and**

400 **student service roles.**

401

402 a. Tenured Faculty Evaluation Process

403

404 (1) Self-Evaluation

405

406 The faculty member will submit to the dean a portfolio including a report

407 of college, District, or committee service; accomplishments (such as

408 publications, ~~shows~~ **exhibitions**, or performances); awards and
409 achievements; appropriate class materials-(such as sample syllabi and
410 assignments); and other pertinent documents, **as determined by the**
411 **tenured faculty member.**

412
413 (2) Instructional Activity Observation

414
415 The appropriate dean/**academic administrator** or designee will make
416 scheduled classroom/worksite/electronic visits as described below:

- 417
418 (a) The faculty member and dean/**academic administrator** or
419 designee will mutually agree on the course(s) or equivalent in
420 which the scheduled observation(s) will take place, so that the
421 faculty member may be observed under optimum conditions
422 displaying their abilities.
423
424 (b) Each evaluation shall include at least one (1) observation, lasting
425 at least fifty (50) minutes. For **online** classes, the faculty member
426 will present the course to the evaluator during an observation
427 lasting at least fifty (50) minutes.
428

429
430 (3) Peer Observation

431
432 **The tenured faculty member being evaluated will submit a list of up**
433 **to three (3) names of tenured faculty members to serve as potential**
434 **peer observers. The dean/academic administrator, in consultation**
435 **with the department chair, will select one faculty member from the**
436 **list of three (3) to conduct the peer observation. Should none of the**
437 **faculty members on the list be available to serve, the dean/academic**
438 **administrator will work with the faculty member being evaluated to**
439 **select a different tenured faculty member from within the District to**
440 **conduct a scheduled classroom/worksite/electronic visitation and**
441 **submit written comments to the dean/academic administrator. Only**
442 **one peer observation is required for each faculty member being**
443 **evaluated.**
444

- 445 (a) **The faculty member and the peer observer will mutually agree**
446 **on the course or equivalent in which the scheduled**
447 **observation will take place, so that the faculty member may**
448 **be observed under optimum conditions for displaying their**
449 **abilities.**
450
451 (b) **The observation shall last at least fifty (50) minutes. For**
452 **online classes, the faculty member will present the course to**
453 **the peer evaluator during an observation lasting at least fifty**
454 **(50) minutes.**
455
456 (c) **Tenured faculty members shall be obligated to serve as a**
457 **peer observer at least once per semester. Tenured faculty**
458 **members serving as peer observers for more than one (1)**

459 peer observation per semester may use their college service
460 hours to fulfill this requirement.

461
462 (4) Student Evaluations-Surveys

463
464 (a) The District and Association will mutually agree upon the
465 method and system used for the collection of student
466 surveys, including the implementation of student nudges, in
467 order to ensure the highest possible participation rate. If
468 changes to the collection system become necessary, the
469 District and Association will meet and mutually agree on a
470 new system. If both parties are unable to reach mutual
471 agreement, the Chancellor shall make the final determination.

472
473 (b) Student evaluationssurveys will be conducted in all classes
474 taught by the faculty member during the fall and spring
475 semesters so that faculty can use them for self-improvement
476 during the semester in which a formal evaluation is performed.
477 Student evaluationssurveys are to be initiated prior to November
478 December 1 for the fall semester and prior to ~~April~~May 1 for the
479 spring semester for full term and 1st 8-week classes and by
480 December 1 and May 1 for late start and 2nd 8-week classes.
481 Student surveys will be available to the faculty member after
482 the due date for grades.

483
484 (c) The objective of student surveys is to determine the student
485 response to areas such as the fulfillment of the stated and
486 distributed course objectives, effective communication, and
487 respect for students' rights and needs. When a faculty
488 member is being evaluated, the student surveys for each of
489 the semesters within the formal evaluation period prior to the
490 one in which a formal evaluation is performedwill be available to
491 the dean/academic administrator and the information may be
492 used in the faculty performance evaluation.

493
494 (c) There is no minimum percentage of student survey
495 responses required. However, if student respondents for any
496 one class fall below the required minimums (as outlined
497 below), such responses may only be used by the
498 dean/academic administrator for the purpose of ensuring that
499 the faculty member is meeting their professional obligations
500 and/or adhering to Board Policy requirements, after validation
501 by the dean/academic administrator

- 502
503 Required minimums based on census enrollment:
504 1) Class sizes of 30 or less students need at least 6 student
505 respondents;
506
507 2) Class sizes of 31 to 74 students need at least 8 student
508 respondents;
509

510
511
512
513
514
515
516
517
518
519
520
521
522
523
524
525
526
527
528
529
530
531
532
533
534
535
536
537
538
539
540
541
542
543
544
545
546
547
548
549
550
551
552
553
554
555
556
557
558
559
560

3) Class sizes over 75 students need at least 15 student respondents.

(d) For those faculty members who engage in instruction outside of the classroom, including librarians, counselors, and learning disability specialists, student ~~evaluations~~**surveys** will be collected within five (5) days of student contact sessions (i.e., student appointments or reference desk visits) during a ~~selected~~ **designated four-week period each semester. There is no minimum percentage of student survey responses required. However, if there are fewer than 108 respondents to the survey, such responses may only be used by the dean/academic administrator for the purpose of ensuring that the faculty member is meeting their professional obligations and/or adhering to Board Policy requirements, after validation by the dean/academic administrator.**

(e) **Student surveys alone may never be used as the sole justification for an overall evaluation rating.** ~~These student evaluations will be made available for the faculty member and one tenured faculty member serving as a peer reviewer from the department or division/school, or from a related department or division/school selected by the evaluate, following the due dates for grades. The selected faculty member shall review the student evaluations and sign a verification indicating that they have reviewed and discussed the student evaluations with the member being evaluated. The signed verification shall be submitted by the evaluatee to their dean.~~

~~Student evaluations are the property of the faculty member and will be returned to them at the end of the semester. The information contained in student evaluations will not be retained by the college or the District, used by the administration in the completion of the formal evaluation, or included in the faculty member's personnel file.~~

(5) Report Preparation

- (a) The dean/**academic administrator** will complete a Faculty Performance Evaluation Report (Appendix B), including a recommendation of continued employment, based upon:
- i. the materials from the faculty portfolio;
 - ii. results of observations **by the dean/academic administrator or designee and peer observer;**
 - iii. **results of student surveys from the evaluation period;**
 - iv. items relevant to the instructional duties assigned to the faculty member, including adherence to Board Policy and college processes and deadlines;

561
562
563
564
565
566
567
568
569
570
571
572
573
574
575
576
577
578
579
580
581
582
583
584
585
586
587
588
589
590
591
592
593
594
595
596
597
598
599
600
601
602
603
604
605
606
607
608
609
610

- v. a review of activities which are outside of the instructional duties, including those defined within Board Policy;
- vi. information regarding participation in curriculum development and review, and in development and assessment of student learning outcomes. Any information included in the faculty member's evaluation regarding participation in curriculum or student learning outcome processes must be verified and documented.

- (b) Faculty members shall not be held accountable for any aspect of the educational program over which they have no authority.
- (c) Evaluations are to be based on the materials described in this article.

Hearsay statements, rumors or information from anonymous sources shall be excluded from written evaluations. The dean may include in the written evaluation information which has been documented through a completed investigation subsequent to a complaint, the findings of which have been delivered to the faculty member under evaluation prior to the inclusion of this information in the evaluation report.

~~A faculty member may also elect to have a second evaluation by a tenured faculty member of their choice. This second evaluation is intended for improvement of faculty members and it may become a part of the personnel file only at the request of the faculty member being evaluated.~~

b. Follow-up Procedures

- (1) If a tenured faculty member receives an overall rating below "Meets Standards," the dean will develop a Performance Improvement Plan including follow-up activities with dates of completion, and measurable outcomes to address those performance issues which need improvement. A performance improvement plan may be developed by the dean for a rating below "Meets Standards" in any individual category.
- (2) The faculty member receiving an overall rating below "Meets Standards" will be evaluated again within twelve (12) months.
- (3) In the subsequent evaluation, if the faculty member does not receive an overall rating of "Meets Standards" or better, the faculty member will not be eligible for any overload assignments until such time as future evaluation results in an overall "Meets Standards" or better.

c. Evaluation Timelines

- 611 (1) The dean/**academic administrator** will initiate the tenured faculty
612 evaluation process every three (3) years.
613
614 (2) The evaluation process must be completed within one year of its initiation,
615 or the process must begin anew.
616

617 d. Violations of the Evaluation Process

618
619 Allegations that the District has not complied with the evaluation procedures shall
620 be processed through the grievance procedure in this Agreement. While
621 violations of these evaluation procedures may be subject to the grievance
622 procedure, a non-substantive error in the evaluation shall not be grievable. The
623 parties recognize that there are many deadlines and procedural requirements in
624 the process and that peers are involved. While the parties expect the process to
625 be followed as written, they recognize that a non-substantive procedural error
626 could occur but may not require a change in the result. A “substantive error” is
627 one which, if not made, would have changed the result.
628

629 17.3. **Part-Time Faculty Evaluations**

630
631 The part-time faculty evaluation process is designed to improve the teaching and
632 learning process and delivery of student services, and to provide the part-time faculty
633 member a basis for professional growth and development. **Part-time faculty who are**
634 **assigned teaching hours in addition to** ~~counseling, guiding, and advising students in~~
635 **their roles as counselors, librarians, and learning disability specialists shall be**
636 **evaluated in both their teaching and student service roles. In the case where two**
637 **observations are necessary, if the department chair or other tenured faculty**
638 **member is the evaluator as the designee of the dean/academic administrator, they**
639 **will only be required to conduct one of the class/worksite/electronic visits and the**
640 **dean/academic administrator will be required to conduct the other.**
641

642 a. Part-time Faculty Evaluation Process

643 (1) Self-Evaluation

644
645
646 **The faculty member will submit to the dean/academic administrator**
647 **a portfolio including a report of appropriate class materials (such as**
648 **sample syllabi and assignments); accomplishments (such as**
649 **publications, exhibitions, or performances); awards and**
650 **achievements; and other pertinent information, including college**
651 **activities and service, as determined by the part-time faculty**
652 **member.**
653

654 (2) Instructional Activity Observation

655
656 The appropriate dean/**academic administrator** or designee will make
657 scheduled classroom/worksite/electronic visits as described below:
658

- 659 (a) The part-time faculty member and dean/**academic administrator**
660 or designee will mutually agree on the course(s) or equivalent in
661 which the scheduled observation(s) will take place, so that the

662 faculty member may be observed under optimum conditions
663 displaying their abilities.

- 664
665 (b) Each evaluation shall include at least one (1) observation, lasting
666 at least fifty (50) minutes. For ~~on-line~~online classes, the faculty
667 member will present the course to the evaluator during an
668 observation lasting at least fifty (50) minutes.

669 (3) **Peer Observation**

670
671 **The part-time faculty member being evaluated will submit a list of up**
672 **to three (3) names of tenured faculty members to serve as potential**
673 **peer observers. The dean/academic administrator, in consultation**
674 **with the dDepartment cChair, will select one faculty member from**
675 **the list of three (3) to conduct the peer observation. Should none of**
676 **the faculty members on the list be available to serve, the**
677 **dean/academic administrator will work with the faculty member**
678 **being evaluated to select a different tenured faculty member from**
679 **within the District to conduct a scheduled**
680 **classroom/worksite/electronic visitation and submit written**
681 **comments to the dean/academic administrator or designee. Only**
682 **one peer observation is required for each faculty member being**
683 **evaluated.**

684
685 **If the dean/academic administrator's designee is the department**
686 **chair or other tenured faculty member, the part-time faculty member**
687 **being evaluated may agree to the observation also serving as the**
688 **peer observation.**

- 689
690 (a) **The faculty member and the peer observer will mutually agree**
691 **on the course or equivalent in which the scheduled**
692 **observation will take place, so that the faculty member may**
693 **be observed under optimum conditions for displaying their**
694 **abilities.**

- 695
696 (b) **The observation shall last at least fifty (50) minutes. For**
697 **online classes, the faculty member will present the course to**
698 **the peer evaluator during an observation lasting at least fifty**
699 **(50) minutes.**

- 700
701 (c) **Tenured faculty members shall be obligated to serve as a**
702 **peer observer once per semester. Tenured faculty members**
703 **servng as peer observers for more than one (1) peer**
704 **observation per semester may use their college service hours**
705 **to fulfill this requirement.**

706
707
708
709
710 (4) Student Evaluations**Surveys**

711

712 (a) **The District and Association will mutually agree upon the**
713 **method and system used for the collection of student**
714 **surveys, including the implementation of student nudges, in**
715 **order to ensure the highest possible participation rate. If**
716 **changes to the collection system become necessary, the**
717 **District and Association will meet and mutually agree on a**
718 **new system.** If both parties are unable reach mutual agreement,
719 the Chancellor shall make the final determination.

720 (b) **Student surveys will be conducted in all classes taught by the**
721 **faculty member during the fall and spring semesters so that**
722 **faculty can use them for self-improvement. Student surveys**
723 **are to be initiated prior to December 1 for the fall semester**
724 **and prior to May 1 for the spring semester. Student surveys**
725 **will be available to the faculty member after the due date for**
726 **grades.** Each part-time faculty member shall have student
727 evaluations conducted in all classes taught during the semester in
728 which a formal evaluation is performed. Student evaluations are to
729 be initiated prior to November 1 for the fall semester and prior to
730 April 1 for the spring semester for full term and 1st 8-week classes
731 and by December 1 and May 1 for late start and 2nd 8-week
732 classes.
733

734 (c) **The objective of student surveys is to determine the student**
735 **response to areas such as the fulfillment of the stated and**
736 **distributed course objectives, effective communication, and**
737 **respect for students' rights and needs. When a faculty**
738 **member is being evaluated, the student surveys for each of**
739 **the semesters within the formal evaluation period** is performed
740 will be available to the dean/**academic administrator or**
741 **designee** and the information may be used in the faculty
742 performance evaluation.
743

744 (d) **There is no minimum percentage of student survey**
745 **responses required. However, if student respondents for any**
746 **one class fall below the required minimums (as outlined**
747 **below), such responses may only be used by the**
748 **dean/academic administrator for the purpose of ensuring that**
749 **the faculty member is meeting their professional obligations**
750 **and/or adhering to Board Policy requirements, after validation**
751 **by the dean/academic administrator.**

752 **Required Minimums based on census enrollments:**

- 753 1) **Class sizes of 30 or less need at least 6 student**
754 **respondents;**
- 755 2) **Class sizes of 31 to 74 need at least 8 student**
756 **respondents;**
- 757 3) **Class size 75+ would need at least 15 student**
758 **respondents.**

- 763
764
765
766
767
768
769
770
771
772
773
774
775
776
777
778
779
780
781
782
783
784
785
786
787
788
789
790
791
792
793
794
795
796
797
798
799
800
801
802
803
804
805
806
807
808
809
810
811
812
- (d) For those faculty members who engage in instruction outside of the classroom, including librarians, counselors, and learning disability specialists, student ~~evaluations~~ **surveys** will be collected within five (5) days of student contact sessions (i.e., student appointments or reference desk visits) during a **designated four-week period each semester. There is no minimum percentage of student survey responses required. However, if there are fewer than 408 respondents to the survey, such responses may only be used by the dean for the purpose of ensuring that the faculty member is meeting their professional obligations and/or adhering to Board Policy requirements, as validated after validation by the dean/academic administrator.**
 - (e) **Student surveys alone may never be used as the sole justification for an overall evaluation.**
 - (5) Report Preparation
 - (a) The dean/**academic administrator** will complete a Faculty Performance Evaluation Report (Appendix B), including a recommendation of continued employment, based upon:
 - i. the materials from the faculty portfolio;
 - ii. results of observations **by the dean/academic administrator or designee and peer observer, if different from the designee;**
 - iii. **results of student surveys from the evaluation period;**
 - iii. items relevant to the instructional duties assigned to the part-time faculty member, including adherence to Board Policy and college processes and deadlines;
 - iv. a review of activities which are outside of the instructional duties, including those defined within Board Policy;
 - v. information regarding participation in assessment of student learning outcomes. Any information included in the part-time faculty member's evaluation regarding participation in student learning outcome processes must be verified and documented.
 - (b) Part-time faculty members shall not be held accountable for any aspect of the educational program over which they have no authority.
 - (c) Evaluations are to be based on the materials described in this article.

813 Hearsay statements, rumors or information from anonymous
814 sources shall be excluded from written evaluations. The evaluator
815 may include in the written evaluation information which has been
816 documented through a completed investigation subsequent to a
817 complaint, the findings of which investigation have been delivered
818 to the faculty member under evaluation prior to the inclusion of
819 this information in the evaluation report.

820
821 (d) Observation of a part-time faculty member may be completed by a
822 full-time faculty member as the designee of the vice president or
823 the dean, under the following circumstances:

- 824 i. The full-time faculty member is tenured,
- 825
- 826 ii. The full-time faculty member is in good standing with an
827 evaluation of "Meets Standards" or better on their most
828 recent evaluation,
- 829
- 830 iii. The full-time faculty member is approved by the
831 appropriate dean,
- 832
- 833 iv. Department chairs will have the first right of refusal for all
834 observations of part-time faculty members in their areas,
- 835
- 836 v. In the event that the faculty observer determines that an
837 observation is likely to result in the observed part-time
838 faculty member receiving an overall rating below "Meets
839 Standards," the evaluation process will revert to the dean,
840 who will conduct a new observation in order to complete
841 the evaluation. In order to initiate the transfer of the
842 evaluation to the dean, the faculty observer shall complete
843 the Transfer of Evaluation Form (Appendix C).
844

845 b. For those part-time faculty members with priority rehire eligibility as described in
846 Article 15, evaluation procedures in relation to continued priority rehire eligibility
847 status will be as described in Article 15.
848

849 c. Evaluation Timelines

- 850 (1) Each part-time faculty member shall be evaluated during the first
851 semester of their first assignment **in each program or department at**
852 **each** college.
853
- 854 (2) Subsequent reviews will be every sixth semester during which an
855 instructional assignment is held **in each program or department**, and no
856 fewer than one in every four years. Out-of-sequence evaluations may
857 also occur as needed if approved by the vice chancellor of Human
858 Resources in consultation with the Association.
859
860
861
862
863

864 **South Orange County Community**
865 **College District**

866
867 
868

869 For SOCCCD
870 Dr. Cindy Vyskocil
871 Vice Chancellor, Human Resources

872
873
874 6.13.22

875 Date

876
877
878
879
880
881
882
883
884

South Orange County Community College
District Faculty Association, CTA/NEA



For SOCCCD-FA
Claire Cesareo
Chief Negotiator

6/14/22

Date

885 **Student Survey Questionnaire – Classroom Instructors**

886
887 Draft 12/02/21
888 SOCCCDFA Draft Proposal

889
890
891 **Saddleback College/Irvine Valley College is committed to promoting high teaching standards**
892 **among its faculty. Constructive feedback related to teaching and learning will help your**
893 **instructor improve future course offerings.**

894
895 **This evaluation is anonymous, and results will not be seen by the instructor until final grades**
896 **for the course have been submitted. Please be thoughtful and candid in your responses.**

897
898 **Part I: Scaled Questions. Please rate the degree to which you agree or disagree with the**
899 **following statements.**

900
901 **Likert Scale:**

- 902 5 Strongly Agree
- 903 4 Agree
- 904 3 Neither agree nor disagree
- 905 2 Disagree
- 906 1 Strongly Disagree
- 907 NA Not applicable

- 908
- 909 1. The requirements, grading criteria, and policies for the course were clear.
- 910
- 911 2. The course learning objectives were specified at the beginning of the semester.
- 912
- 913 3. The assigned readings were relevant to the course content.
- 914
- 915 4. The assignments contributed to an understanding of the course content.
- 916
- 917 5. The tests reflected the information covered in the course.
- 918
- 919 6. Graded assignments were returned in a timely fashion.
- 920
- 921 7. Graded assignments included feedback intended to improve course performance.
- 922
- 923 8. Students were encouraged to participate in class discussions and learning activities.
- 924
- 925 9. Students were encouraged to contact the instructor for additional help.
- 926
- 927 10. The instructor was available to students as described in the syllabus (for example,

928 through email or scheduled office hours).

929

930 11. The instructor presented the subject matter in a clear, comprehensible, and thorough
931 fashion.

932

933 12. The instructor taught in an engaging manner.

934

935 13. The instructor was knowledgeable in the subject matter.

936

937 14. The instructor created an inclusive and respectful environment that supported learning.

938

939 15. The instructor started and ended the class as scheduled.

940

941 16. Throughout the course, I felt respected for my identity (including, but not limited to,
942 racial and ethnic background, gender, sexual orientation, and physical and mental
943 abilities).

944

945 **Part II: Open-Ended Questions. If desired, please respond to the following open-ended**
946 **questions.**

947

948 1. What aspects of the course were particularly effective?

949

950 2. How might the instructor improve this course?

951

952 3. Do you have any additional observations to offer about this course?

953

Student Survey Questionnaire – Counselors

954
955
956
957
958
959
960
961
962
963
964
965
966
967
968
969
970
971
972
973
974
975
976
977
978
979
980
981
982
983
984
985
986
987
988
989
990
991
992
993
994
995

Saddleback College/Irvine Valley College is committed to promoting high standards among its faculty. Constructive feedback related to your appointment with a counselor will help them to improve future services for students.

This evaluation is anonymous. Please be thoughtful and candid in your responses.

1. I spoke to the counselor about the following (mark all that apply):

- Academic/progress probation and/or dismissal
- Career information
- Certificate requirements
- College degrees and programs (2- and 4-year)
- College rules and regulations: academic status, repeat policy, P/NP, withdrawal
- How my math and Writing/English course placements relate to choosing classes
- My Academic Plan (MAP)
- Personal counseling
- Student services and student life on-campus
- Transfer requirements (UC/CSU/Private/Out-of-State)
- Transcript evaluation, AP/IB credit evaluation
- Other (please specify): _____

Part I: Scaled Questions. Please rate the degree to which you agree or disagree with the following statements.

Likert Scale:

- 5 Strongly Agree
- 4 Agree
- 3 Neither agree nor disagree
- 2 Disagree
- 1 Strongly Disagree
- NA Not applicable

- 17. The counselor helped create an environment in which I was comfortable sharing my concerns.
- 18. The counselor listened to me and displayed sensitivity to my concerns.
- 19. The counselor helped me understand my educational options.

- 996 20. The counselor encouraged me to ask questions and participate in the discussion.
997
998 21. The counselor provided clear and useful responses to my questions.
999
1000 22. The counselor provided me with information about campus resources and services to
1001 support my educational goals.
1002
1003 23. During my meeting with the counselor, I felt respected for my identity (including, but
1004 not limited to, racial and ethnic background, gender, sexual orientation, and physical
1005 and mental abilities).
1006
1007 24. As a result of my meeting with the counselor, I am more confident in my education-
1008 related decisions.
1009

1010 Part II: Open-Ended Questions. If desired, please respond to the following open-ended
1011 questions.
1012

- 1013 4. What do you believe your counselor did especially well in working with you?
1014
1015 5. What might the counselor have done to enhance your counseling session?
1016
1017 6. Do you have any additional observations to offer about this meeting?
1018

Student Survey Questionnaire – Learning Disability Specialists

1019
1020
1021
1022
1023
1024
1025
1026
1027
1028
1029
1030
1031
1032
1033
1034
1035
1036
1037
1038
1039
1040
1041
1042
1043
1044
1045
1046
1047
1048
1049
1050
1051
1052
1053
1054
1055
1056
1057
1058
1059
1060
1061

Saddleback College/Irvine Valley College is committed to promoting high standards among its faculty. Constructive feedback related to your appointment with a learning disability specialist will help them to improve future services for students.

This evaluation is anonymous. Please be thoughtful and candid in your responses.

Part I: Scaled Questions. Please rate the degree to which you agree or disagree with the following statements.

Likert Scale:

- 5 Strongly Agree
- 4 Agree
- 3 Neither agree nor disagree
- 2 Disagree
- 1 Strongly Disagree
- NA Not applicable

- 25. The LD specialist helped create an environment in which I was comfortable sharing my concerns.
- 26. The LD specialist listened to me and displayed sensitivity to my concerns.
- 27. The LD specialist encouraged me to ask questions and participate in the discussion.
- 28. The LD specialist provided clear and useful responses to my questions.
- 29. The LD specialist communicated my testing results in a way that helped me understand my strengths.
- 30. The LD specialist provided learning strategies suited to my individual ways of learning.
- 31. The LD specialist provided me with information about campus resources and services to support my educational goals.
- 32. During my meeting with the LD specialist, I felt respected for my identity (including, but not limited to, racial and ethnic background, gender, sexual orientation, and physical and mental abilities).
- 33. As a result of my meeting with the LD specialist, I am more confident in my ability to succeed in college.

1062 Part II: Open-Ended Questions. If desired, please respond to the following open-ended
1063 questions.

1064

1065 7. What do you believe the LD specialist did especially well in working with you?

1066

1067 8. What might the LD specialist have done to enhance your meeting?

1068

1069 9. Do you have any additional observations to offer about this meeting?

1070

Student Survey Questionnaire – Librarians (for Reference Desk Interactions and Workshops)

1071
1072
1073
1074
1075
1076
1077
1078
1079
1080
1081
1082
1083
1084
1085
1086
1087
1088
1089
1090
1091
1092
1093
1094
1095
1096
1097
1098
1099
1100
1101
1102
1103
1104
1105
1106
1107
1108
1109
1110
1111
1112

Saddleback College/Irvine Valley College is committed to promoting high standards among its faculty. Constructive feedback related to your meeting with a librarian will help them to improve future services for students.

This evaluation is anonymous. Please be thoughtful and candid in your responses.

Part I: Scaled Questions. Please rate the degree to which you agree or disagree with the following statements.

Likert Scale:

- 5 Strongly Agree
- 4 Agree
- 3 Neither agree nor disagree
- 2 Disagree
- 1 Strongly Disagree
- NA Not applicable

- 34. The librarian created a welcoming environment.
- 35. The librarian listened to me and displayed an understanding of my needs.
- 36. The librarian encouraged me to ask questions and participate in the discussion.
- 37. The librarian provided clear and useful responses to my questions.
- 38. The librarian presented information in a way that I could understand.
- 39. The librarian was encouraging and responsive.
- 40. The librarian referred me to other libraries or sources of information, if needed.
- 41. During my interaction with the librarian, I felt respected for my identity (including, but not limited to, racial and ethnic background, gender, sexual orientation, and physical and mental abilities).
- 42. As a result of meeting with this librarian or attending a workshop, I am more confident about doing library research.

1113 Part II: Open-Ended Questions. If desired, please respond to the following open-ended
1114 questions.

1115

1116 10. What do you believe the librarian did especially well in working with you or conducting
1117 the workshop?

1118

1119 11. What might the librarian have done to enhance your interaction/the workshop?

1120

1121 12. Do you have any additional observations to offer about this interaction/workshop?

1122

Student Survey Questionnaire – Coaches

1123
1124
1125
1126
1127
1128
1129
1130
1131
1132
1133
1134
1135
1136
1137
1138
1139
1140
1141
1142
1143
1144
1145
1146
1147
1148
1149
1150
1151
1152
1153
1154
1155
1156
1157
1158
1159
1160
1161
1162
1163
1164
1165

Saddleback College/Irvine Valley College is committed to promoting high teaching standards among its faculty. Constructive feedback related to teaching and learning will help your instructor improve future course offerings.

This evaluation is anonymous, and results will not be seen by the instructor until final grades for the course have been submitted. Please be thoughtful and candid in your responses.

Part I: Scaled Questions. Please rate the degree to which you agree or disagree with the following statements.

Likert Scale:

- 5 Strongly Agree
- 4 Agree
- 3 Neither agree nor disagree
- 2 Disagree
- 1 Strongly Disagree
- NA Not applicable

- 43. The requirements, grading criteria, and policies for the course were clear.
- 44. Practices were well-organized and the coach used time effectively.
- 45. Practices adequately prepared players for competition.
- 46. The coach enforced team rules consistently and fairly.
- 47. The coach provided constructive feedback intended to improve athletic performance.
- 48. Players were encouraged to contact the coach for additional help.
- 49. The coach was available to players as described in the syllabus (for example, through email or scheduled office hours).
- 50. The coach presented information in a clear, comprehensible, and thorough fashion.
- 51. The coach motivated players to achieve success in their sport in a productive manner.
- 52. The coach was knowledgeable about the sport.

- 1166 53. The coach created an inclusive and respectful environment that supported my
1167 development as an athlete.
1168
- 1169 54. The coach set a good example of fair play and treated players, officials, staff, and other
1170 coaches in a respectful manner.
1171
- 1172 55. The coach started and ended practices as scheduled.
1173
- 1174 56. Throughout the semester, I felt respected for my identity (including, but not limited to,
1175 racial and ethnic background, gender, sexual orientation, and physical and mental
1176 abilities).
1177
1178

1179 Part II: Open-Ended Questions. If desired, please respond to the following open-ended
1180 questions.

- 1181
- 1182 13. What aspects of the course/practices were particularly effective?
1183
- 1184 14. How might the coach improve the course/practices?
1185
- 1186 15. Do you have any additional observations to offer about the course/practices?
1187