

Faculty Evaluation Process

Presented by

The Chabot-Las Positas Faculty Association

Clarification of Contractual Peer Evaluations

OEI: Peer Online Course Review (POCR)

Chabot: Committee on Online Learning (COOL)

Las Positas: Distance Ed Committee

Evaluations conducted by the committees above are unrelated to faculty evaluations; these processes do not affect or inform faculty evaluations

Contract Articles

- Article 14—Contract (Untenured) Faculty Evaluation
(Continues per CBA)
- Article 15—Regular (Tenured) Faculty Evaluation
(Resumes in Spring 2021)
- Article 18I—Part-Time Faculty Evaluation
(Resumes in Spring 2021 for all groups)

Objective of Evaluation

- The evaluation process is designed to assist unit members in examining their objectives, techniques, and accomplishments and to provide a means to recognize outstanding performance, a means to identify area in which changes might be beneficial to student learning, and a two-way channel of communications about the program needs.

-excerpt form Article 15A & 18I

It is important to recognize that the majority of faculty currently teaching remotely are NEW to this method of instruction. The evaluator should consider this when making their recommendation.

Basic Process

Observation ⇔ Student Input ⇔ Feedback

Article 10F.3h.(3) An online course evaluation shall normally involve a brief “tour” of the online class with the evaluatee, as well as an availability for the evaluator to observe the class. By mutual agreement between the evaluator and evaluatee, the tour and follow-up meeting (to discuss the results of the evaluation) may take place virtually, such as ConferZoom, Skype, or similar media

Not all Classes are organized in the same way, meeting with the Evaluatee gives them the opportunity to explain their rationale for the course setup and flow

Collect needed information

Schedule of classes

Syllabi

Course outline

Observation form

Other pertinent material(s)

Article 14 – Contract Faculty (Tenure Track)

- Discuss assignment schedule with Tenure Review Committee and determine which three (3) classes or activities will be observed.
 - Should include as much of a cross-section of load assignment as determined to be beneficial to the Contract Faculty

Article 14 – Contract Faculty (Tenure Track) cont'd

(Also applies to Article 15 & 18 evaluations)

- **Syllabus**

- Syllabus “Shall” include

1. Name, office number, phone and CLPCCD email address
2. Office hours: virtual office hours and the method of office hours (email, zoom, etc.)
3. Method of Final Grade Calculation
4. Academic Calendar “dates to know”: W date; Final Exam time & date; deadline for Financial Aid (text or link)
5. Other Supplemental Information, including safety requirements
6. Student Learning Outcomes (SLO's) (text or link)
7. Information about disability accommodations and campus services (text or link)
8. Adding a link to the Student Services Hub will cover many of the items listed above.

<http://www.chabotcollege.edu/student-services/>

Article 14 – Contract Faculty (Tenure Track) cont'd

(Also applies to Article 15 & 18 evaluations)

- Syllabus cont'd

- Syllabus “Should” include information

1. A statement of Students Rights and Responsibilities

2. Expectations regarding behavioral standards per school policy

3. A summary of course content and expectations (general course content, course objectives and prerequisites)

4. Academic Integrity and Plagiarism Policies

5. Attendance Policy

Article 14 – Contract Faculty (Tenure Track) cont'd

(Also applies to Article 15 & 18 evaluations)

What form should be used to conduct evaluation report?

- Asynchronous Class (classes without scheduled meeting times)
 - Evaluation: Observation of Instruction Form – Online Class
- Synchronous Class (classes with scheduled meeting times)
 - Evaluation: Observation of Instruction Form – Face to Face Class
- Hybrid Class (classes with Asynchronous and Synchronous components)
 - Asynchronous delivery - Observation of Instruction Form – Online Class
 - Synchronous delivery - Observation of Instruction Form – Face to Face Class
 - Only one delivery method may be evaluated. Which one to choose?
 - The delivery method (Asynchronous or Synchronous) with the greater percentage of the course content should be evaluated
 - If it is unclear which delivery method has a greater percentage of the course content the evaluator and evlauee should determine by mutual agreement the delivery method to be evaluated
- Counseling: Evaluation: Counseling Faculty Performance Observation Form
- Library: Evaluation: Library Faculty Observation Form
- Special Assignment: Evaluation: Special Assignment Faculty - Client Survey Form

Article 18 – Part-Time Faculty

- Items specific for Part-Time Faculty

- The Evaluator will notify the Evaluatee a minimum one (1) week before the observation takes place
- The Part-Time Faculty member being evaluated is encouraged to provide relevant course information
- Visit for observation may be unannounced, but shall occur with the Part-Time Faculty member's consent
- If there is difficulty in coordinating the visit, the Evaluator and Evaluatee shall schedule a specific visiting time

FAQ's

1. Are there special allowances to be made, because of the transition to online instruction?
 - A. The professional standards established in the CBA are, as always, the basis for faculty evaluations. As such, evaluators should bear in mind that we are not expecting faculty members to acquire skills that are fully commensurate with being certified to teach online, pre-COVID
2. What may be evaluated within the Canvas course shell?
 - A. One Module or one (1) week of course content (Article 10F3.I(4))
3. How long may an observer be allowed into a Canvas course shell?
 - A. 24 hours
4. If an evaluation results in Needs Improvement or Unsatisfactory is the process the same?
 - A. Yes, the process in the CBA should be adhered to
5. Is lack of Level 1, from Professional Development Training, competency grounds for a Needs Improvement or Unsatisfactory designation?
 - A. Evaluators should note that a faculty member's skill in teaching (or working) online is not a negotiated professional standard, and thereby not, unto itself, a basis for downgrading an evaluation-- assuming the faculty member is otherwise meeting the professional standards in the CBA.
6. Signature of Evaluator and Evaluatee?
 - A. Email to evaluatee, request acknowledgement from evaluatee (see sample on next slide)

Sample Email Exchange for Acknowledgement of Receipt of Evaluation

Re: Evaluation Summary for Evaluee
From: Evaluee
Sent: Thursday, October 22, 2020 1:01 PM
To: Evaluator <evaluator@clpccd.org>

Evaluator,

I have received the evaluation documents that you sent.
Thank you,

Evaluee

From: Evaluator
Sent: Tuesday, October 20, 2020 8:09 AM
To: Evaluee <evaluee@clpccd.org>
Subject: Evaluation Summary for Evaluee

Hi Evaluee,

Attached is your completed evaluation form and summary for my class visit on October 13, 2020 for your review. Please, respond to this email to acknowledge that you have received the evaluation, you may also attach a response to the evaluation if you choose.

Thank you,
Evaluator

Observation

- Use approved forms only (Use the most updated Form)
 - Forms are available online at the CLPCCD Human Resources web site (<http://districtazure.clpccd.org/hr/evaluations.php>)
- Evaluate based on Standards in the contract for the type of evaluation
 - Face-to-face instruction (Synchronous)
 - Online instruction (Asynchronous)
 - Counseling
 - Library
 - Special Assignment

There is no correct or minimum number of items that need to be marked or commented on

Confidentiality

- Maintain confidentiality in the evaluation process
 - Results are to be discussed only with evaluatee and dean/supervisor if needed
- Let students know that evaluation is routine and part of an ongoing process, and that their feedback is important and anonymous
 - Do not engage in discussion with students about the class or instructor. Do not bias the students by asking leading questions.
 - Student evaluations are summarized by the evaluator to provide feedback to instructor; student evaluation forms are provided to instructor after semester is over and grades submitted
 - Do not engage students while in the Canvas course shell

Student Surveys

- Student surveys will be deployed into Canvas sites by the Instructional Technology Coordinator
- We are using EvaluationKit by Watermark, it utilizes the same negotiated question set as the paper form
- Evaluators will receive the results of the survey once the survey period is complete.
- Nothing needs to be done by the Evaluator or Evaluatee
- *A summary of student feedback from surveys is an important part of evaluation process*

Feedback

- Following the class visit, develop a report based on the class observation, including a summary of student surveys
- Arrange a time to meet with evaluatee to provide feedback. Timelines are outlined in contract
 - Part-time — 15 working days after classroom visit (Article 18I.1f)
 - Evaluator should notify appropriate Administrator of the results prior to contacting the evaluatee
 - Tenured — 20 working days after classroom visit (Article 15F.2.a)
 - Untenured — 15 working days after classroom visit (Article 14F.2.f)
- Satisfactory, Needs Improvement, Unsatisfactory

Timing

- Mid-semester is optimal
 - Provides time for instructor and students to have established rapport and understanding of class structure
 - Provides opportunity for feedback to be useful immediately
 - Provides time for follow up, if needed

Questions?

- Contact the following FA Officers if you have question about the evaluation process or procedures:
 - Patricia Molina—Chabot Grievance Office
 - Jeff Drouin—Chabot Vice President
 - Heike Gecox—Las Positas Grievance Officer
 - Tom Orf—Las Positas Vice President
 - Dave Fouquet—President