

All components of faculty evaluation shall be based on the following five *Criteria for Evaluation*:

1. Demonstrated skill in classroom teaching, non-classroom roles, and other responsibilities specifically listed in the employment job announcement. These may include:
  - a. Maintaining currency and depth of knowledge in the primary areas of responsibility;
  - b. Using effective communication, written and oral;
  - c. Fostering an inclusive learning environment toward equitable outcomes;
  - d. Demonstrating a commitment to cultural competence and equity-minded pedagogies;
  - e. Ensuring careful attention to effective organizational skill in the classroom and/or other worksite(s);
  - f. Utilizing specific techniques or technology utilized in the classroom and/or worksite(s);
  - g. Maintaining a commitment to program/discipline development and enrichment; and
  - h. Demonstrating creativity and innovation.
2. Respect for students' rights and needs. This may include:
  - a. Demonstrating patience, fairness, and promptness in the evaluation and discussion of student work;
  - b. Exhibiting sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;
  - c. Demonstrating sensitivity to and understanding of the diverse academic, social, economic, cultural, ability and ethnic backgrounds of community college students which affect the learning process in the specific area of assignment;
  - d. Maintaining contractual obligation to teaching and worksite hours and, if appropriate, to regular and timely office hours and/or the course outline of record;
  - e. Acknowledging and defending the free inquiry of students in the exchange of criticism and ideas; and
  - f. Recognizing the opinions of others.
3. Respect for colleagues and the educational professions. This may include:
  - a. Acknowledging and defending the free inquiry of colleagues in the exchange of criticism and ideas;
  - b. Recognizing the opinions of others;
  - c. Acknowledging sources, when appropriate;
  - d. Striving to be objective in their professional judgment of colleagues;
  - e. Acting in accordance with the ethics of the profession and with a sense of personal integrity;

- f. Working in a spirit of timely cooperation to develop and maintain a collegial atmosphere;
  - g. Timely response to the administrative requirements of the assignment, including, but not limited to, submitting census rosters, grades, requests for scheduling information, documentation of services (ex. counseling notes), and/or responsiveness to direct communications; and
  - h. Demonstrating sensitivity to human and cultural diversity among colleagues.
- 4. Continued professional growth, which may be demonstrated by:
  - a. Participating in self-initiated professional activities such as coursework, attendance at workshops, seminars, or professional meetings;
  - b. Developing new curriculum, programs, or services;
  - c. Engaging in personal and professional development related to cultural competence and equity-minded practices;
  - d. Conducting discipline, programmatic, or pedagogical research;
  - e. Contributing to written publications, artistic exhibits, or conference presentations;
  - f. Maintaining involvement in professional organizations, community partnerships, or other activities; and
  - g. Providing service in student organizations and activities, including district sponsored student success initiatives and outreach activities.
- 5. Participation in institutional service and collegial governance. This may include:
  - a. Active involvement in a fair share of committee work or leadership roles (e.g., governance councils, advisory committees, ad hoc committees, task forces, and accreditation standards groups);
  - b. Active involvement in department or program functioning (e.g., sub-committee work, program review, and participation in Student Learning Outcomes assessment processes).

Results of Student Learning Outcomes assessments shall not be a factor in faculty evaluation.

## **H.2.0 TENURE REVIEW AND EVALUATION COMMITTEE**

There shall be a Tenure Review and Evaluation Committee (TREC).

### ***H.2.1 Composition of the Tenure Review and Evaluation Committee***

The membership of TREC shall be as follows:

- Three (3) deans, appointed by the superintendent/president;
- One (1) tenured TREC chair, appointed by the Faculty Assembly president in consultation with the Academic Senate president, and confirmed by the Faculty Assembly Executive Committee;