

3/3/09

Dear Colleagues:

The United Faculty's Evaluation Improvement Workgroup has identified 10 discreet areas connected to our evaluation process. A summary of our progress and proposals in each area is listed below.

At this stage, we are seeking thematic feedback. Most particularly, we'd like to know if you see anything on our forms or proposals that you consider inappropriate or misplaced. And we'd like to know if you see anything missing.

Improving our evaluation forms and procedures will take a coordinated effort from the United Faculty, the Academic Senates, and the Administration. These proposals will be on the agenda at the next Senate meetings at all three colleges. And the UF and District Negotiating Teams have identified a joint workgroup that will meet soon to continue moving this process forward.

The attached forms are very much a work-in-progress. Please look them over and share your comments or suggestions with a UF or Senate representative.

- 1) Classroom Observation Form (revised and attached)
- 2) Student Evaluation Form (revised and attached)

Note: We are also proposing that a "script" be provided to the evaluator to read to the students when distributing the evaluation forms. We are still discussing the wording of this script.

- 3) The Self-Evaluation Component (revised and attached)

Note: We are proposing that the self-evaluation narrative be divided into three parts to comprise the "Self Evaluation Report." The parts correspond to sections on a new "Self Evaluation Worksheet" that we're proposing to add as a tool for encouraging dialog between evaluator(s) and evaluatee and to help the evaluatee complete the Report. The Worksheet would not become part of the final evaluation, however, and would not be placed in the evaluatee's personnel file.

Also of note: We are proposing that all faculty, including part-timers, complete a Self Evaluation Report.

- 4) The Summary Report Form (revised and attached)

Note: We are proposing the elimination of the long score-sheet where student evaluation scores and classroom observation scores are listed and compared, since this form (were it to correspond more exactly with the other forms, as most faculty seem to think it should) only

duplicates information found on other forms and creates extra work for the evaluator.

5) Full-Time, Tenure-Track Evaluation Procedures

We are proposing few significant changes to the procedures beyond revising the contract language to be consistent with the new forms. Proposed changes include:

- Having the TRC Chair be elected by the Committee (rather than always having a manager chair the TRC Committee)
- Clarifying how many classes are to be evaluated and who selects which courses and which sections will be evaluated (details to be determined).
- Making provisions for faculty with non-classroom teaching assignments (such as coaching) to be evaluated outside the classroom at least once early in the Tenure-Review process.

6) Full-Time Tenured (Peer Review) Procedures

We are proposing few significant changes beyond revising the contract language to be consistent with the new forms. Proposed changes include:

- Clarifying how many classes are to be evaluated and who selects which courses and which sections will be evaluated (details to be determined).

7) Part-Time Evaluation Procedures

We are proposing few significant changes beyond revising the contract language to be consistent with the new forms and with last year's revisions to the Staffing Preference Agreement (which changes the evaluation timeline for part-time faculty). Proposed changes include:

- Clarifying how many classes are to be evaluated and who selects which courses and which sections will be evaluated (details to be determined).
- Allowing a department to require faculty members who teach online as well as in person to be evaluated in each methodology.
- Requiring student evaluations to be administered in at least two sections if possible.

- Creating an appeal-process for faculty who feel they were evaluated unfairly or that procedures were violated. (The appeal would be to the UF, who would begin by meeting with the Department Chair.)
- Requiring face-to-face meetings between evaluator(s) and evaluatee before and after classroom observations.
- Adding a self-evaluation component to the evaluation process for part-timers.

8) Evaluation Forms and Procedures for Non-Instructional Faculty

Revising these forms and procedures will be part of our next phase. Once we have general agreement about changes to the forms and procedures for instructional faculty, a UF workgroup will meet with Counseling and Library departments on all our campuses to discuss possible changes to non-instructional forms and procedures.

9) Evaluation Forms and Procedures for On-Line Classes

Revising these forms and procedures will be part of our next phase. Mostly, we will aim to adjust our on-line forms to align with changes made to our classroom observation and student evaluation forms, but a UF workgroup may consider other changes as well once we have general agreement about changes to the forms and procedures for classroom faculty.

10) Training Procedures and Materials

Our plan here is to create, working with District IT, an on-line tutorial that reviews the forms and procedures. Evaluators will be required to have completed the on-line tutorial within 1 or 2 years (to be determined) of any evaluation for which they will be paid.