

_____ Student ~~surveys evaluation~~ shall be a part of every evaluation of every classroom instructor except as provided in 9.A.3.7 below. Not every class ~~need needs to~~ be surveyed, unless the evaluatee or the evaluators so request. Student surveys may also be conducted for non-classroom faculty ~~Non-classroom faculty may also be so evaluated~~, provided that the members of the department determine that student evaluation is appropriate.

3.1. Student ~~surveys questionnaires~~ shall be uniform, to the extent possible, for all classroom faculty.

3.2. Student surveys shall generally be distributed to students through the College's Learning Management System. Departments may elect to use paper surveys for specific classes instead decide to distribute paper surveys in cases where, in the view of the department, Canvas is rarely or never accessed by students and/or using Canvas would limit participation.

3.23. The distribution and gathering of the student ~~survey evaluation~~ forms shall not be done by the evaluatee.

3.34. Completed ~~student surveys questionnaires~~ and computer printed summaries shall be forwarded to the evaluators who shall prepare appropriate summaries of the results. The summaries shall become part of the evaluation report.

3.45. Completed ~~student surveys questionnaires~~ may be viewed by the evaluatee only after the evaluatee's final grades have been turned in.

3.56. Non-classroom disciplines/departments may develop student ~~survey evaluation~~ forms subject to approval by the Union and the District.

3.7. Student surveys will not be required in certain noncredit ESL and noncredit DSPS courses, where the department determines that they are not appropriate. Where a department makes this determination, it should be consistent for all sections of the given course for the academic year.

Managers, evaluators, and evaluatees shall endeavor to meet the following deadlines:

By First Day of the Semester:

District provides department chairs with lists of faculty scheduled for evaluation

By End of Week 1:

Department chairs confirm with the Office of Instruction the names lists of faculty who are scheduled for evaluation

~~the Associate Vice Chancellor the evaluation report with written rationale for recommending re-evaluation. the Department Chair shall consult with the Dean, the evaluatee and the team to determine whether a follow-up Peer Evaluation in the following semester is appropriate.~~

2.3.5. After reviewing the self-evaluation, student ~~evaluations surveys~~ (if used), and supporting documents (if used), the evaluating team may recommend re-evaluation under Section 9.D by turning in to the Associate Vice Chancellor the evaluation report with written rationale for recommending re-evaluation. The peer committee evaluators shall use an official form to notify the evaluatee of its recommendation to the Chancellor. The evaluatee must sign the form to indicate ~~they have he/she has~~ received notice of the criticism of the self-evaluation. This signed recognition does not imply acceptance of the recommendation of the committee. The evaluatee may submit written objections to the conclusion of the peers. If the Administration decides to proceed with re-evaluation, the evaluation must take place not later than the subsequent semester according to the provisions of 9.D.

2.3.8. The self-evaluation, supporting documents, and reports of the evaluating committee shall be ~~sent to the Office of Instruction and~~ retained in the employee's Personnel File in the manner that all evaluations are kept. [Completed evaluation documents will be forwarded to the appropriate Department Chairperson and Dean for review and appropriate follow-up action.](#)

1.3 If the appropriate Vice-Chancellor determines an evaluation is to occur, ~~he/she they~~ shall inform the faculty member including a succinct statement of the areas of concern.

1. The evaluation of temporary faculty shall follow the same procedures, use the same form and the same criteria as the evaluation of tenured faculty in the same department, except as follows:

...

1.3 Every temporary faculty member must be evaluated within the first year of service. [A Department Chair or supervisor may serve as a peer evaluator in this first evaluation.](#) Thereafter, evaluation shall be at least once every six (6) regular semesters.

or it may choose to function as a committee-of-the-whole, provided that the committee-of-the-whole has at least three [faculty](#) members, including the [department chairperson supervisor](#). Departments having a significant number of faculty under tenure review, or significant workload additional to tenure review, may opt to have Tenure Review Committees that consist of either two or three faculty members, [the department chairperson, and the supervising Dean and the immediate supervisor of the contract employee](#). All faculty members of the Tenure Review Committees must be tenured.

2.2.1. The immediate supervisor shall select the faculty members in consultation with [the Dean and](#) the chairperson of the Hiring Committee which interviewed the contract employee [with the approval of the supervising Dean](#). If the chairperson of the Hiring Committee is not available, the supervisor will consult with one or more members of the Hiring Committee. Service on the committee shall be voluntary.

supervisor will appoint a replacement for the duration of the leave according to the original appointment procedures.

3.1.

6.2.1. Where the first year contract employee has served as a full-time temporary academic employee (LTS), or a full-time grant/ categorical employee for the complete academic year prior to ~~his/her~~ their appointment as a contract employee, the previous year's employment shall be deemed a year of contract employment in accord with Education Code §§ 87478 and 87470. For purposes of tenure review, the two semesters of temporary or grant/categorical full-time employment shall ~~be deemed the "first semester" and "second semester" of employment~~ counted in lieu of the fifth and sixth semesters of tenure review.

6.2.2. Where a full-time contract employee is appointed in the spring semester and serves in the previous semester as a full-time temporary or grant/categorical full-time employee, this academic year constitutes ~~the first~~ a year of contract employment, counted in lieu of the fifth and sixth semesters of tenure review.

9.G.7.3.1. The immediate supervisor will appoint a new Tenure Review Committee, including ~~himself/herself~~ themselves and the chair of the previous committee. Other members would be new. Ethnic and gender identity non-uniformity would be maintained. The new Committee would have five members in all cases. The new Committee will elect its chair from among the faculty members on the Committee. The chair may or may not be the chair of the previous Committee. If tenure review has been done by a committee-of-the-whole, the new members of the



1. The teacher explains English well.
2. The teacher respects the students.
3. The lessons ~~s are is~~ organized.
4. The ~~books and teaching~~ materials help me learn English.
5. The teacher helps me understand my mistakes.
6. The teacher gives time for questions.
7. The teacher answers questions well.
8. The teacher checks my work.
9. The teacher starts ~~and ends~~ the class on time.
- ~~10. The teacher ends the class on time.~~
- ~~11. The teacher uses class time well.~~
10. The teacher likes to teach.
11. The teacher helps me learn English.
12. ~~If you want~~~~87 591eW*nBT/F5 10.5 Tf10(s)7()6(E)4(n)10(a)00912 0 612 792 reW*nBT/F5 10.5 Tf1 0 0 1 191.3~~

1. The teacher explains the purpose of the class well.
2. The teacher respects the students.
3. The lessons ~~are is~~ organized.
4. The teacher gives me clear instructions
5. The teacher helps me understand my mistakes.
6. The teacher gives time for questions.
7. The teacher answers questions well.
8. The teacher helps me to improve.
9. The teacher starts ~~and ends~~ the class on time.
- ~~10. The teacher ends the class on time.~~
- ~~11. The teacher uses class time well.~~
10. The teacher likes to teach.
11. You can write more about your teacher here.

Questions 1-10 are on a "Always-Sometimes-Never" 5-point scale, with an "I don't know" option.
Question 11 is for open comments.

1. Was the presentation well organized?
2. Did the library instructor seem to have adequate knowledge of research skills?
3. Did the library instructor use examples and illustrations effectively?

~~4. Did the library instructor speak clearly and understandably?~~

~~4. Is the instructor receptive to questions from students? Did the library instructor try to answer~~
u3i 12.5ndt2712.0(t)5(o)-16(r)9()6(se)-10(e)-11(m)4(t)5(o)7()6(h)4(a)-11(v)4(e)-11()6(a)-11(d)7(e)-11(qu