

ARTICLE 24 A

Performance Appraisal – Regular Tenured Faculty

24A.1 Introduction

The primary goal of performance appraisal is the improvement of the quality of the educational program. The process should promote professionalism, enhance performance, recognize excellent performance, and be effective in yielding a genuinely useful and substantive assessment of performance. To achieve this goal, it is necessary to identify, recognize and nurture competence; to identify standard performance and indicate areas where improvement is desirable; to identify performance that requires improvement; and to identify performance so unsatisfactory that termination may be recommended.

Consistent with the primary goal of appraisal, the Self-Appraisal, is an integral part of the process as it provides the individual faculty member an opportunity for introspection, reflection and planning. It points out areas of significant competence, effort and contribution made by the appraisee. It also addresses specific recommendations, if any, made on the appraisee's last appraisal cycle.

Excellence in performance is crucial to maintain and extend the learning presently shown by students at Mission and West Valley Colleges.

The appraisal system focuses on the following, in support of the member maintaining employment status: measuring performance in an objective, unbiased manner while providing useful feedback. The appraisal ensures that appropriate recognition occurs, encourages continued participation in professional development, and recommends appropriate training opportunities are recommended for members as needed.

The Performance Appraisal of a member shall take into account the total assignment of the member and include the following:

24A.1.1 Procedural Overview

1. **Team Formation** (Article 24A.5.1 or 24A.5.1.1)
Related form is: **Form A - Appraisal Team Membership**
2. **Pre-Appraisal Conference** (Article 24A.6.2)

Related form is: **Form B - Pre-Appraisal Conference**

3. **Observations** (Article 24A.6.3)

Related form is: **Form C - Observations/Visitation Report**

4. **Appraisal**, (Articles 24A.4.1 & 2 and Article 24A.3.5)

Related forms are:

- **Form D - Faculty Self-Appraisal**
- **Student Surveys:**
 - **Form E1 - Student Survey**
 - **Form E2 - Student Survey for Distance Education**
 - **Student Survey Summary**
- **Form H1 - Professional, Collegial & Institutional Responsibility Criteria** (*completed by Appraisal Team Leader in consultation with the Division Dean and Department Chair*)
- **Form I - Institutional Responsibility** forms for the appraisal cycle

Forms required only for Reassigned Time assignments of at least 20% per semester during the appraisal cycle (Article 24A.3.5):

- *Form F - Reassigned Time Faculty Appraisal Peer Survey*
- *Reassigned Time Peer Survey Summary Form(s)*
- *Form G - Reassigned Time Faculty Appraisal*

5. **Post Appraisal Conference** (Article 24A.6.5)

Related forms are:

- **Form J - Appraisal Summary Conference/Recommendations**
- **Form K - Sign-Off Sheet**
- **Plan for Corrective Action** (*Required only if faculty member received a Performance Appraisal Recommendation of "Needs-to-Improve" or "Unsatisfactory" in Professional, Collegial, and/or Institutional Responsibility Criteria*).

By mutual consent, videotapes or other recording devices may be used. Anonymous letters or materials, excluding student survey data, will not be used in the process.

24A.2 **Definitions**

A. The Academic Year begins July 1 and ends June 30.

- B. Faculty member under this article is any bargaining unit member who has achieved tenure.
- C. Performance Appraisal is a written review of the member's performance.
- D. Plan for Corrective Action: A written plan developed by an Appraisal Team for members in Needs-to-Improve or Unsatisfactory status. The plan will reflect specific actions, recommendations, and timeline for improvement.
- E. Satisfactory: Member is meeting the criteria as outlined in Articles 24A.4.1-24A.4.3.
- F. Needs-to-Improve: Member is consistently not meeting the preponderance of the criteria listed in one or more of the criteria categories outlined in Articles 24A.4.1 — 24A.4.3. It is anticipated that the behavior(s) can be improved and the member will be given the opportunity to return to Satisfactory status by following the process outlined in Article 24A.8.
- G. Unsatisfactory: Member is unable or unwilling to move out of Needs-to-Improve in one or more of the categories outlined in Articles 24A.4.1 and/or 24A.4.3

24A.3 **Frequency of Appraisals**

- 24A.3.1 Except for annual appraisal surveys, regular members in Satisfactory status shall be appraised once every three academic years. Time spent on leave may postpone, but not cancel, an appraisal. Additional appraisals focusing on specific areas may occur with the concurrence of the Department Chair, Dean and appropriate Vice President with notification to the appropriate WVMFT, AFT 6554 grievance officer if:
- a. Complaints are received which are of a serious nature that relate to the criteria for appraisal, as set forth in Article 24A.4.
 - b. Appraisal surveys indicate that a problem may exist.
 - c. A member reverts to or continues to exhibit performance deficiencies that formerly placed him/her on Needs-to-Improve.

- d. A member consistently fails to meet a significant number of the criteria for Performance Appraisal of regular members as outlined in Articles 24A.4.1 – 24A.4.3.
- e. A member consistently fails to meet usual record-keeping obligations and timelines (grade, census roster, early progress reports, SLO assessment reports, program reviews, etc.).

These additional appraisals will have appropriate timelines developed as they occur.

- 24A.3.2 Regular members in Needs-to-Improve status will be appraised every semester according to the process outlined in Article 24A.8.
- 24A.3.3 Regular members in Unsatisfactory status will be appraised every semester according to the process outlined in Article 24A.11.
- 24A.3.4 In a non-appraisal semester, if a regular member is assigned classes not in the regular member's primary discipline, the member shall be appraised by the department involved utilizing the process outlined in Article 108.

In an appraisal year, regular members shall not be assigned non-overload classes outside their primary discipline, unless necessary to provide the member with a full load. When members are assigned classes outside their primary discipline as part of their regular load, one of the faculty team members will be from that discipline.

24A.3.5 **Reassigned Time**

Regular faculty who are reassigned with at least 20% Reassigned Time during any semester except if funded and supervised outside the District (e.g., WVMFT, AFT 6554 and State Academic Senate) will be appraised on the performance of Reassigned Time activities prior to Week 13 during the term of the assignment. If the Reassigned Time assignment continues for more than one academic year, appraisal shall be on an annual basis during the Spring semester. At the beginning of the assignment for Reassigned Time, the regular member shall meet with the appropriate administrator/designee to establish written goals for the Reassigned Time and set a date (or dates) for meeting to assess progress toward those goals. The appropriate Vice President will determine which administrator or designee will oversee and complete the appraisal process for the Reassigned Time.

The Reassigned Time Appraisal shall include a Peer Survey. When the Reassigned Time is in the position of Department Chair, the survey shall be administered to all academic and classified members of the Chair's department. For all other Reassigned Time positions, the Peer Survey shall be administered to all division deans and department chairs that work with the member in that assignment. Results of any Reassigned Time appraisals shall be forwarded to the appropriate Vice President for inclusion in the next full Performance Appraisal of the member.

Outcomes of the appraisal of the Reassigned Time assignment may be:

- a. Satisfactory. If the outcome is Satisfactory, the assignment will continue.
- b. Needs-to-Improve. If the outcome is Needs-to-Improve, the appropriate administrator/designee will work with the member to develop a Plan for Corrective Action.
- c. Discontinuance. If the outcome is not Satisfactory, the Reassigned Time may be discontinued at the option of the appropriate administrator/designee.

24A.3.6 Pending Resignation or Retirement

When a regular member's year of retirement or resignation coincides with an appraisal year, the Performance Appraisal Process may be waived, except when the member wants to earn Re-Employment Preference as an associate member (see Article 15.1.5). The member's written letter of intent to resign or retire on file with the District will serve as notification to the appropriate Vice President who may approve the waiver.

24A.4 Criteria for Appraisal of Regular Members

All criteria appropriate to the member's assignment included in this section will be used in the Performance Appraisal Process.

24A.4.1 Professional Criteria Category

Each member shall:

- a. Demonstrate currency and depth of knowledge of the field in the performance of assignment.
- b. Demonstrate the ability to communicate subject matter clearly, correctly and effectively.
- c. Demonstrate an ability to achieve objectives in area of assignment.
- d. Demonstrate an ability to adapt methodologies for students/clientele with special needs and different learning styles.
- e. Demonstrate regular substantive student contact for courses offered either fully or partially through Distance Education.
- f. Utilize methods and materials appropriate to the subject matter.
- g. Demonstrate evidence of careful preparation and organizational skills in area of assignment.
- h. Implement the Course Outline of Record
- i. Provide clear assignments or directives to students and regularly inform students of academic standing in class.
- j. Provide for each student a current course syllabus as required by Title 5 that includes SLOs, classroom procedures, requirements, and grading policies and provide a copy to the Division Office.
- k. Demonstrate a commitment to student learning by beginning and ending classes according to schedule, holding regular office hours, and meeting student needs as professionally required.
- l. Evidence currency in the field through participation in activities such as professional conferences, workshops, seminars, webinars, presentations, professional activities, exhibitions, or publications. Currency in the field may also be demonstrated by the currency of course materials and teaching methods.
- m. Meet Record-Keeping obligations on time, e.g., grades, requisitions, schedules, textbook orders, rosters.

- n. Work with classified personnel in an effective manner in those areas related to instruction and institutional goals.
- o. Participate in the process of SLO assessment and evaluate and use the results of these assessments in the process of continuously improving student learning.
- p. Participate in the process of SLO assessment and evaluate and use the results of these assessments in the process of continuously improving student learning.
- q. Participate in the process of Program Review (Article 21).
- r. Participate in the process of creating and updating curriculum. (Article 21).

24A.4.2 Collegial Criteria Category

Each member shall:

- a. Work cooperatively within the college community.
- b. Foster an environment that protects academic freedom within the college community.
- c. Foster a positive working environment that is free from harassment, prejudice, and/or bias.
- d. Demonstrate positive communication skills within the college community.
- e. Demonstrate a respect for the dignity of each individual.
- f. Foster an environment that promotes equity, inclusion, and equal opportunity for students and employees of the District.

24A.4.3 Institutional Criteria Category

Each member shall:

Evidence a commitment to his/her department/division, college and District by fulfilling his/her Institutional Responsibilities as outlined in Article 21.

24A.5 Team Membership and Responsibilities**24A.5.1 Team Membership**

Except in the case of a Reduced Appraisal Process (see Article 24A.5.1.1) the Appraisal Team shall be composed of two regular faculty in Satisfactory status, within the member's department, Division, or related discipline, and the appropriate Division Dean. In extenuating circumstances, as determined by the appropriate Vice President, the Vice President may appoint an alternate administrator. When the member is assigned a .4 load outside the member's primary discipline, one of the two regular faculty assigned to the Appraisal Team shall be from that discipline. The Appraisal Team members may not have been appraised by the appraisee during the last or current appraisal cycle. On alternate appraisal years, one of the faculty members shall be a regular faculty from outside the appraisee's department. The Appraisal Team has the exclusive right to include a non-voting external participant for content expertise if that content expertise is not available within the bargaining unit. The selection of the person having content expertise is subject to approval by the appraisee.

Except in the case of departments with only one or two full-time faculty members, faculty team members will be recommended by the Department Chair and Dean and be forwarded to the appropriate Vice President for approval. The administrative team member will be recommended by the Division Dean and forwarded to the appropriate Vice President for approval. When the Department Chair is being appraised, the Division Dean, in consultation with the faculty in the department, will recommend the faculty and administrative Appraisal Team to the appropriate Vice President.

In the case of departments with one or two full-time faculty members, the Division Dean will recommend Appraisal Teams for those areas and forward to the Vice President of Instruction for approval.

The leader of the Appraisal Team shall be elected by its members.

On an as-needed basis, the Appraisal Team Leader may invite an additional administrator to serve as a non-voting member of the Appraisal Team. If a regular faculty member has received a Needs-to-Improve or an Unsatisfactory performance appraisal, the composition of the Appraisal Team varies. (See Articles 24.A.8 or 24A.12 as appropriate.)

The Professional & Collegial Responsibility Form will be completed by the Appraisal Team Leader in consultation with the Division Dean, and the Department Chair, if the Chair is not the Appraisal Team Leader or the appraisee.

In order to allow time for other Institutional Responsibilities, members, other than the Department Chair, should not serve on more than five (5) Appraisal Teams within one (1) academic year.

If the appraisee has sufficient concern that a member of their Appraisal Team will not be able to serve on the team in an equitable and collegial manner, or if a team member has evidenced their inability to do so, the appraisee may contact their WVMFT, AFT 6554 representative. The WVMFT, AFT 6554 will arrange and attend a conference with the appraisee and the Director of Compliance or their designee, after which the Director of Compliance shall issue a formal recommendation on team membership.

For the purposes of this section “equitable” means able to appraise the appraisee without regard to factors that do not pertain to the contractually-established appraisal criteria and in a manner consistent with standards and expectations applied to other faculty. Collegial has the same meaning as in Article 24A.4.2.

24A.5.1.1 Reduced Appraisal Process

When a Regular Faculty member receives three consecutive Satisfactory appraisal outcomes the next regular appraisal process will be as follows:

- a. The Appraisal Team will consist of two members, either two faculty members in Satisfactory status or one faculty member in satisfactory status and one administrator appointed by the Division Dean, in consultation with the Department Chair. The faculty Appraisal Team members may not have been appraised by the appraisee during the last or current appraisal cycle.
- b. The Pre-Appraisal Conference and submission of the Pre-Appraisal form.
- c. Only one classroom observation needs to be performed by each team member.

- d. Appraisal surveys will be done for all sections during the appraisal year; however, appraisal surveys will not be required during non-appraisal years.

Successive appraisals of a member in Reduced Appraisal status are not to be conducted by the same faculty member(s).

If the appraisee has sufficient concern that a member of their Appraisal Team will not be able to serve on the team in an equitable and collegial manner, or if a team member has evidenced their inability to do so, the appraisee may contact their WVMFT representative. The WVMFT will arrange and attend a conference with the appraisee and the Director of Compliance or their designee, after which the Director of Compliance shall issue a formal recommendation on team membership.

For the purposes of this section “equitable” means able to appraise the appraisee without regard to factors that do not pertain to the contractually-established appraisal criteria and in a manner consistent with standards and expectations applied to other faculty. Collegial has the same meaning as in Article 24A.4.2.

24A.5.2 The Appraisal Team Leader is responsible for ensuring that the appraisal process is completed in accordance with the appropriate provisions and timelines of the contract. The responsibilities of the Appraisal Team Leader will include at least the following items:

- a. Obtaining a list of any recommendations resulting from the appraisee’s prior appraisal and surveys done during intervening years kept in the appropriate Vice President’s office.
- b. Scheduling and conducting the Pre-Appraisal Conference.
- c. Coordinating appraisal observations from all members of the Appraisal Team and completing a Professional & Collegial Responsibility Form in consultation with the Division Dean, and the Department Chair if the Chair is not the Appraisal Team Leader, or the appraisee and surveying other appropriate administrative and other personnel regarding the performance of responsibilities that cannot be assessed by a classroom observation, and summarizing such input for inclusion in the Post-Appraisal Conference. For all appraisal cycles, the appraisee may provide a list of administrative or other personnel who have personal knowledge

of the appraisee's performance, or expertise regarding the area of the appraisee. When such a list is provided, the listed individuals shall be called upon by the Appraisal Team Leader to provide input.

- d. Ensuring that the Student Surveys are completed in a timely manner.
- e. Obtain the Institutional Responsibility forms from the appraisal cycle.
- f. Reviewing the results of the Pre-Appraisal conference, the Self-Appraisal, Faculty Peer Observations, Administrative Observation, Distance Learning Observation forms, Reassigned Time Appraisals, Professional & Collegial Responsibility form, Student Survey Summary and comments, and other information such as commendations, attendance, course syllabi and drop/retention rates with the team.
- g. Preparing for and conducting the Post-Appraisal Conference. Prior to the post-appraisal conference, working with the other team members, the Appraisal Team Leader will compile and prepare all of the appropriate documents for the conference using the criteria from Article 24A.4 and following the process specified in Article 24.A.6.
- h. Completing the Performance Appraisal Summary form and ensuring that the appropriate documentation is submitted to the appropriate Vice President or designee.

24A.6 **Appraisal Process**

24A.6.1 The appraisee will obtain a copy of the previous team's recommendations (if any) from the current team leader. The appraisee will complete a Self-Appraisal on the Self-Appraisal form.

24A.6.2 **Pre-Appraisal Conference**

By the end of the 5th week of the semester, the Appraisal Team will meet with the member to discuss the Faculty Self-Appraisal, the elements of the appraisal, and other information such as commendations, Record-Keeping documents, attendance, course syllabi and drop/retention rates, and establish expectations as defined in the job description. Documents related to the appraisal process will be distributed.

24A.6.3 **Observations**

There will be a minimum of one observation by each member of the Appraisal Team. Observations may be conducted without advanced notice, except that at least one observation per appraisal cycle shall be scheduled with the approval and coordination of the appraisee. Observations should be completed no later than Week 13 of the semester. Observations will include activities appropriate to the member's service area(s). If the class section observed is a Distance Education section, the Appraisal Team member will have access to, and will review instruction and faculty-student interaction through the course content management system, which shall include at least one three-week time period identified by the appraisee. Appraisal Team access to the course shell shall be terminated upon completion of the appraisal. In addition, the Appraisal Team member and the appraisee may arrange for one on-campus observation, skype or video conference of that section. If a work experience instructor is being observed, the Appraisal Team member and the appraisee shall arrange for one on or off-campus observation as appropriate.

24A.6.4 Appraisal Surveys

24A.6.4.1 Classroom Activities

Appraisal Year. Student Surveys will be conducted using the official District/WVMFT, AFT 6554 forms in each class section during one semester of the appraisal year. Surveys will be completed between Weeks 6 and 13. When administering student surveys, a member of the Appraisal Team or its designee, shall read the written instructions to the class and distribute the appraisal forms. That person will inform the students that ratings and written comments will be used in the appraisals and that the instructor will not have access to the written comments until after grades are recorded. A person other than the appraisee will be designated to collect the completed appraisal forms and return them immediately to the Division Office or appropriate collection point. The appraisee will leave the room while students fill out the appraisal surveys. For Distance Education Courses, the Student Surveys will be administered by the Office of Instruction electronically. Student Surveys will be sent to the students to complete for at least a two-week window between Weeks 6 and 13.

Non-Appraisal Year. Each regular faculty member not on Reduced Appraisal Process (see Article 24A.5.1.1) will have Student Surveys using official District/WVMFT, AFT 6554 form conducted for at least one course selected by the Dean every year. The appraisal will follow the procedure described in the

preceding paragraph between the 6th and 13th of the semester. The Student Surveys are to be for the purpose of providing valuable feedback for faculty members. The Student Surveys will be reviewed by the Dean and the faculty member. The summarized results will be reviewed and retained by the appropriate Vice President and forwarded to the Appraisal Team Leader during the next appraisal process.

For all Student Surveys, the Office of Instruction will ensure that the students' written comments are separated and forwarded only to the Appraisal Team Leader, who shall give them to the appraisee only after grades are submitted.

24A.6.4.2 Non-classroom Activities.

Each faculty member will complete, and submit to the Department Chair and Division Dean, an Institutional Responsibilities Form each academic year, which will be considered by the member's Appraisal Team as part of the Performance Appraisal Process. These forms will be reviewed and retained by the appropriate Vice President and forwarded to the Appraisal Team Leader during the next appraisal process. For Distance Education Courses, the Student Surveys will be administered by the Office of Instruction electronically. Student Surveys will be sent to the students to complete for at least a two week window between Weeks 6 and 13.

The Professional & Collegial Responsibility Form will be completed by the Appraisal Team Leader in consultation with the Division Dean and the Department Chair if the Chair is not the Appraisal Team Leader, or the appraisee.

24A.6.5 Post-Appraisal Conference

At the conclusion of the appraisal, there will be a Post-Appraisal Conference with the appraisee and the Appraisal Team to discuss the outcomes of the appraisal and other information such as commendations, Professional & Collegial Responsibility form, Institutional Responsibility forms for the appraisal cycle, attendance, course syllabi and drop/retention rates. Performance on Professional, Collegial, and Institutional Responsibilities will also be discussed and comments written on the final Performance Appraisal Summary Form. The Post-Appraisal Conference shall be completed and the Performance Appraisal Summary Form will be signed by all team members.

The Department Chair and Division Dean will be informed by the Appraisal

Team Leader of the outcome of each appraisal and may be included in the Post-Appraisal Conference by request of the team leader.

If the appraisal is conducted in the Fall and if a preliminary indication from the Appraisal Team is that the result of the appraisal will be Needs-to-Improve in any of the criteria, then the faculty member and the appropriate Vice President will be informed of that fact. The appraisal will be continued through the following semester before the appraisal results are finished. The Appraisal Team will determine which of the criteria, if not all, will continue to be appraised during the extended period of the appraisal. At the conclusion of the second semester, the results of the appraisal must be finished and the full appraisal submitted to the appropriate Vice President or designee prior to Finals Week who will certify that the process outlined in this article was properly adhered to and completed. Once certified, the appraisal will be placed in the member's official personnel file. A copy of the full appraisal shall also be given to the appraisee.

The appraisee shall be afforded an opportunity to raise concerns about possible bias on the part of individuals involved in their review. Any such statement provided by the appraisee shall be included with the appraisal in the member's official personnel file. The appraisee may inform an appropriate WVMFT representative.

24A.7 **Appraisal Outcomes**

At the discretion of the appropriate Vice President, consultation with the Appraisal Team regarding the outcome may occur.

The possible outcomes are:

- a. **Satisfactory:** If the recommendation is Satisfactory in all areas, the appraisal is completed.
- b. **Needs-to-Improve:** If the appraisal recommends that the member needs to improve in any of the three criteria categories listed in Article 24A.4, and it is approved by the appropriate Vice President, the process outlined in Article 24A.8 will be followed. When a Needs-to-Improve is given, the specific criteria categories for reappraisal shall be specified.
- c. **Unsatisfactory:** A member may not be placed in this outcome category without first going through Needs-to-Improve status.

A member may be in Needs-to-Improve status on the basis of the Professional Criteria category (Article 24A.4.1), the Collegial Criteria category (Article 24A.4.2) and/or the Institutional Criteria Category (Article 24A.4.3) for no more than two semesters and then needs to be moved either up or down from Needs-to-Improve.

While a member is in Needs-to-Improve, she/he shall be ineligible to teach overloads or Summer or Winter Session classes, to receive stipends or release time, to apply for new PG&D projects, or to apply for or take a sabbatical leave.

The Appraisal Team, including the Dean, if the Dean is not a member of the Appraisal Team, will meet with the appraisee to review the results of the appraisal and to inform the member of the member's placement in Needs-to-Improve. When a Needs-to-Improve outcome is given, all supporting documents will be placed into the appraisee's personnel file.

Prior to Final Exam Week in May, the college President will notify the Associate Vice Chancellor of Human Resources of all members placed on Needs-to-Improve status.

The Associate Vice Chancellor of Human Resources will notify the appropriate WVMFT, AFT 6554 grievance officer.

24A.8 **Appraisal Process for Regular Faculty Members in Needs-To-Improve Status**

If the appraisee's performance is identified as Needs-To-Improve, the original Appraisal Team, will serve as the Appraisal Team. The appraisee may request an additional non-voting member, who is a tenured faculty of the District with expertise in the content area of the appraisee, to participate in the process.

The Appraisal Team Leader, the Department Chair, and the Division Dean will draft a Plan for Corrective Action for those areas noted as "Needs-to-Improve." The process will focus exclusively on the identified area or areas.

Upon request of the appraisee or the District, a WVMFT representative will serve as an observer of the process.

24.A.8.1 **Pre-Appraisal Conference for Needs-to-Improve Status, any category (24A.4.1, 24A.4.2, or 24A.4.3)**

The procedure for Needs-to-Improve status will be reviewed with the appraisee by the Appraisal Team. The Plan for Corrective Action developed by the Appraisal Team will be reviewed with the appraisee.

24.A.8.2 **Appraisal Methods for Professional Criteria Category Either Instruction/Classroom Related or Non-Instruction/Non-Classroom Related Criteria (both under Article 24A.4.1) and/or for Collegial Related Criteria (Article 24A.4.2) and/or for Institutional Responsibilities Related Criteria (Article 24A.4.3)**

24.A.8.2.1 **Instruction or Classroom Related Criteria (Article 24A.4.1)**

Based on the Plan for Corrective Action, if the area for improvement is classroom related, appraisal methods may include, but need not be limited to, the following:

Course Planning: The appraisee will prepare and submit to the Appraisal Team a plan for each course that addresses course content, skills to be developed, teaching methods and rationale, and student evaluation procedures.

Observations: Each member of the Appraisal Team must observe each section each semester. The team will determine the maximum number of observations to be conducted.

Student Surveys: Student Surveys will be conducted by the eleventh (11th) week of class in each semester. The survey shall include all students enrolled in such sections and may include students who were enrolled but dropped or withdrew from the sections.

24.A.8.2.2 **Non-Instruction/Non-Classroom Related Criteria (Article 24A.4.1)**

The Plan for Corrective Action, if the area of improvement falls under the Professional Criteria category (Article 24A.4.1) but is not instruction nor classroom related, shall identify specific criteria that are not being met, the expectation of the Appraisal Team, the actions that are expected to correct the area, and a timeline for completion. The Appraisal Team will determine the

appropriate methods to evaluate the response to the Plan for Corrective Action.

24A.8.2.3 Collegial Related Criteria (Article 24A.4.2)

Based on the Plan for Corrective Action, if the area for improvement is related to Collegial Criteria, the team shall identify the criteria that are not being met, the expectation(s) of the Appraisal Team, the actions that are expected to correct the area, and a timeline for completion. The Appraisal Team will determine the appropriate methods to evaluate the response to the Plan for Corrective Action.

24A.8.2.4 Institutional Responsibilities Related Criteria (Article 24A.4.3)

If the area of improvement is for performance in the Institutional Responsibilities Related Criteria category (24A.4.3), the Plan for Corrective Action shall identify specific criteria that are not being met. The Plan shall also state the expectation of the Appraisal Team, the actions that are expected to correct the area, and a timeline for completion. The Appraisal Team will determine the appropriate methods to evaluate the response to the Plan for Corrective Action.

24A.8.2.5 Progress Conference for Needs-to-Improve Status (1st Semester) for Professional Related Criteria (Article 24A.4.1), for Collegial Criteria (Article 24A.4.2), and/or for Institutional Responsibilities Criteria (Article 24A.4.3)

Prior to the thirteenth week of the first semester in Needs-to-Improve Status, the Appraisal Team will review the Plan for Corrective Action, the appraisal observations, and other relevant information to ensure compliance with the Plan for Corrective Action. A Progress Conference will be held with the Appraisal Team and the appraisee prior to the Final Exam Week of the first semester in Needs-to-Improve status. The appraisee may request the presence of a WVMFT representative at the Progress Conference.

At the end of the Progress Conference, the appropriate administrator will prepare a written summary that will specify the progress made to date by the appraisee. If the member is returned to Satisfactory status in the Professional Related, Collegial Related Criteria, and Institutional Responsibilities Related Criteria, the appraisal is complete. If the team recommends that continued performance improvement is necessary to correct noted deficiencies, the member will be continued in Needs-to-Improve status for the appropriate category for one more semester.

24A.8.2.6 Progress Conference for Needs-to-Improve Status (2nd Semester) for Professional Related Criteria (Article 24A.4.1), for Collegial Criteria (Article 24A.4.2), and/or for Institutional Responsibilities Related Criteria (Article 24A.4.3)

Prior to the thirteenth week of the second semester in Needs-to-Improve status, the Appraisal Team will meet to review the Plan for Corrective Action, the appraisal observations and other relevant information. A Progress Conference will be held with the Appraisal Team and the appraisee prior to the final exam week of the second semester in Needs-to-Improve Status. The appraisee may request the presence of a WVMFT representative at the Conference. Following the Progress Conference, the appropriate administrator will prepare a written summary of the finding and the outcome.

24A.8.2.7 Outcome for Needs-to-Improve Status for Professional Related Criteria (Article 24A.4.1), for Collegial Criteria (Article 24A.4.2), and/or for Institutional Responsibilities Related Criteria (Article 24A.4.3)

At the conclusion of the appraisal period (two semesters), there are two possible outcomes:

- a. **Satisfactory Status:** If there has been satisfactory improvement, the appraisee will be returned to Satisfactory status and the appraisal is complete.
- b. **Unsatisfactory Performance:** If insufficient progress has been made, a notice of Unsatisfactory performance will be issued by the appropriate administrator and the member will be notified of being placed in Unsatisfactory status.

24A.9 Appraisal Process for Regular Members in Unsatisfactory Status

A new Appraisal Team shall be recommended to the appropriate Vice President by the Academic Senate President and formed consisting of:

- a. a regular faculty member in Satisfactory status;
- b. a Division Dean;

- c. the Vice President of Instruction or Vice President of Student Services of the college, as appropriate.

Whenever possible, the faculty member serving on the Appraisal Team will have content expertise.

The Vice President of Instruction or Vice President of Student Services will serve as Chair of the team. The team will review the written summary and any additional relevant information. The team will develop a new Plan for Corrective Action focused on the specific area(s) identified as Unsatisfactory.

Upon request of the appraisee or the District, a WVMFT representative may serve as an observer of the process.

24A.9.1 Pre-Appraisal Conference for Unsatisfactory Status for Professional Related Criteria (Article 24A.4.1), for Collegial Criteria (Article 24A.4.2), and/or for Institutional Responsibilities Related Criteria (Article 24A.4.3)

The procedure for Unsatisfactory status will be reviewed with the appraisee by the Appraisal Team. The Plan for Corrective Action developed by the Appraisal Team will be reviewed with the appraisee.

24A.9.2 Appraisal Methods for Unsatisfactory Status for Professional Related Criteria (Article 24A.4.1), for Collegial Criteria (Article 24A.4.2), and/or for Institutional Responsibilities Related Criteria (Article 24A.4.3)

24A.9.2.1 Instructional or Classroom Related Criteria (Article 24A.4.1)

Classroom Activities - Based on the Plan for Corrective Action, if the area for improvement is classroom related, appraisal methods may include, but need not be limited to, the following:

Course Planning: The appraisee will prepare and submit to the Appraisal Team a plan for each course, which addresses course content, skills to be developed, teaching methods and rationale, and student evaluation procedures.

Observations: Each member of the team must observe each section each semester. The team will determine the maximum number of observations to be conducted.

Student Surveys: Student Surveys will be conducted by the eleventh week of class in each semester. The survey shall include all students enrolled in such sections and may include students who were enrolled but dropped or withdrew from the sections.

24A.9.2.2 Non-Instruction/Non-classroom Related Criteria (Article 24A.4.1)

The Plan for Corrective Action, if the area of improvement falls under the Professional Criteria category (24A.4.1) but is not instruction or classroom related, shall identify the criteria that are unsatisfactory and the expectations of the Appraisal Team. The team will establish what corrections are necessary and develop a timeline for completion. The Appraisal Team will determine the appropriate methods to evaluate the response to the Plan for Corrective Action.

24A.9.2.3 Collegial Related Criteria (Article 24A.4.2)

The Plan for Corrective Action shall identify specific criteria that are not being met and the expectations of the Appraisal Team. The Appraisal Team shall identify what the member needs to correct and determine a timeline for completion. The Appraisal Team will establish the appropriate methods that will be used to evaluate the response to the Plan for Corrective Action.

24A.9.2.4 Institutional Responsibilities Related Criteria (Article 24A.4.3)

The Plan for Corrective Action shall identify specific criteria that are not being met and the expectations of the Appraisal Team. The team shall identify what the member needs to correct and determine a timeline for completion. The Appraisal Team will determine the appropriate methods to evaluate the response to the Plan for Corrective Action.

24A.9.2.5 Outcome for Unsatisfactory Status for Professional Related Criteria (Article 24A.4.1)), for Collegial Criteria (Article 24A.4.2), and/or for Institutional Responsibilities Related Criteria (Article 24A.4.3)

By the 13th week of the 2nd semester in which the faculty member is in Unsatisfactory status the Appraisal Team shall make one of two possible recommendations to the President. The Appraisal Team may recommend that:

- a. the faculty member be returned to Satisfactory status; or

- b. the member shall not be continued as a faculty member.

The President shall determine whether or not to initiate termination proceedings in accordance with Article 24A. If the decision is made to terminate, the member's assignment will be determined by the college President during termination proceedings.

24A.10 **Authorization**

Education Code Sections §87660 et seq. set forth the requirements for the performance appraisal of members. The legislative intent, as stated in AB 1725, provides that a member's students, administrators and peers should all contribute to the appraisal, but the member should play a central role in the appraisal process, and, together with appropriate administrators, assume principal responsibility for the effectiveness of the process.

24A.11 **Negotiability**

Any changes in the District Tenure Review or Performance Appraisal Process shall be subject to the negotiation process. WVMFT, AFT 6554 shall consult with the Academic Senate prior to engaging in collective bargaining procedures regarding this article (Education Code Sections §87610.1 and §87663).

24A.12 **Grievability**

Only compliance with the Performance Appraisal Process is grievable. Outcomes or results of this article are not grievable.

ARTICLE 24 B

Performance Appraisal – Tenure Track Contract Faculty

24B.1 Introduction

The primary goal of performance appraisal is the improvement of the quality of the educational program. The process should promote professionalism, enhance performance, recognize excellent performance, and be effective in yielding a genuinely useful and substantive assessment of performance. To achieve this goal, it is necessary to identify, recognize and nurture competence; to identify standard performance and indicate areas where improvement is desirable; to identify performance that requires improvement; and to identify performance so unsatisfactory that termination may be recommended. For faculty hired off-cycle, the timing of the appraisal process described in this article shall be adjusted accordingly.

Consistent with the primary goal of appraisal, the Self-Appraisal, is an integral part of the process as it provides the individual faculty member an opportunity for in introspection, reflection and planning. It points out areas of significant competence, effort and contribution made by the appraisee. It also addresses specific recommendations, if any, made on the appraisee's last appraisal cycle.

Excellence in performance is crucial to maintain and extend the learning presently shown by students at Mission and West Valley Colleges.

The purpose of the four-year appraisal process is to determine whether the tenure track contract member should be granted tenure. The process will provide direction, assistance and support to improve the performance of the tenure track contract member and thus improve the quality of the educational program.

The appraisal system focuses on the following, in support of the member maintaining employment status: measuring performance in an objective, unbiased manner while providing useful feedback. The appraisal ensures that appropriate recognition occurs, encourages continued participation in professional development, and recommends appropriate training opportunities are recommended for members as needed.

24B.1.1 Procedural Overview

1. **Team Formation** (Article 24B.5.1)
Related forms is: **Form A - Appraisal Team Membership**

2. **Pre-Appraisal Conference** (Article 24B.6.1)
Related form is: **Form B - Pre-Appraisal Conference**

3. **Observations** (Article 24B.6.2)
Related form is: **Form C - Observations/Visitation Report**

4. **Appraisal** (Articles 24B.6.3 A & B and Article 24B.3.2)
Related forms are:
 - **Form D - Faculty Self-Appraisal**
 - **Student Surveys:**
 - **Form E1 - Student Survey**
 - **Form E2 - Student Survey for Distance Education**
 - **Student Survey Summary**
 - **Form H1 - Professional, Collegial & Institutional Responsibility Criteria** (*completed by Appraisal Team Leader in consultation with the Division Dean and Department Chair*)
 - **Form I - Institutional Responsibility** forms for the appraisal cycle (required for Contract Faculty in Years Two (2), Three (3) and Four (4))

Forms required only for Reassigned Time assignments of at least 20% per semester during the appraisal cycle (Article 24B.3.2):

 - *Form F - Reassigned Time Faculty Appraisal Peer Survey*
 - *Reassigned Time Peer Survey Summary Form(s)*
 - *Form G - Reassigned Time Faculty Appraisal*

5. **Post-Appraisal Conference** (Article 24B.6.5)
Related forms are:
 - **Form J - Appraisal Summary Conference/Recommendations**
 - **Form K - Sign-Off Sheet**
 - **Plan for Corrective Action** (*Required only if faculty member received a Performance Appraisal Recommendation of "Needs-to-Improve" or "Unsatisfactory" in Professional, Collegial, and/or Institutional Responsibility Criteria.*)

By mutual consent, videotapes or other recording devices may be used. Anonymous letters or materials, excluding student survey data, will not be used in the process.

24B.2 Definitions

- A. The Academic Year begins July 1 and ends June 30.
- B. Faculty member under this article is any bargaining unit member in a tenure track position.
- C. Performance Appraisal is a written review of the member's performance.
- D. A Performance Plan for tenure track contract members is a written one-year action plan and timeline developed by the Appraisal Team, in consultation with the member in the first semester of employment, to provide direction and set priorities during the member's first years of service. The plan shall focus on enabling the member to become oriented to the college and District, ensuring successful completion of their primary service assignment, and fulfillment of appraisal criteria. Part of the plan shall be based on Appraisal Team recommendations of the previous appraisal period and shall be revisited at the end of the Fall semester of the 2nd and 3rd years.
- E. Plan for Corrective Action: A written component of the Performance Plan, when needed, developed by an Appraisal Team for members in Needs-To-Improve or Unsatisfactory status. The plan will reflect specific actions, recommendations, and timeline for improvement.
- F. Satisfactory: Member is meeting all criteria as outlined in Articles 24B.4.1 - 24B.4.3 and is meeting expectations of Performance Plan. Continued performance at this level would result in recommendation for tenure.
- G. Needs-To-Improve: Member is consistently not meeting criteria listed in one or more of the criteria categories outlined in Articles 24B.4.1 - 24B.4.3. It is anticipated that the behavior(s) can be improved and the member can achieve satisfactory status (thus eligible for tenure) by following the recommendation(s) of the Performance Plan.
- H. Unsatisfactory: Member is unable or unwilling to meet some or all of the criteria outlined in the Performance Plan. Member will not be recommended for continued District employment.

24B.3 Frequency of Appraisals

24B.3.1 Year One and Year Two tenure track contract members shall be appraised every semester. Year Three and Year Four tenure track contract members shall be appraised each fall semester unless additional appraisals are called for by the Tenure Appraisal Team and the appropriate Vice President.

24B.3.2 **Reassigned Time**

Tenure track contract faculty who are reassigned at least 20% Reassigned Time during any semester except if funded and supervised outside the district (e.g., WVMFT, AFT 6554 and State Academic Senate) will be appraised on the performance of Reassigned Time activities during the term of the assignment. If the Reassigned Time assignment continues for more than one academic year, appraisal shall be on an annual basis. At the beginning of the Reassigned Time assignment, the member shall meet with the appropriate administrator to establish written goals for the Reassigned Time and set a date (or dates) for meeting to assess progress toward those goals. When a member is given Reassigned Time for a specific department, the member shall meet with the appropriate administrator and the Department Chair to establish written goals for the Reassigned Time and set a date (or dates) for meeting to assess progress toward those goal

The Reassigned Time Appraisal shall include a Peer Survey. When the Reassigned Time is in the position of department chair, the survey shall be administered to all academic and classified members of the chair's department. For all other Reassigned Time positions, the Peer Survey shall be administered to all division deans and department chairs that work with the member in that assignment. Results of any Reassigned Time appraisals shall be forwarded to the appropriate Vice President for inclusion in the next full performance appraisal of the member.

Outcomes of the appraisal of the Reassigned Time assignment may be:

- a. Satisfactory. If the outcome is satisfactory, the assignment will continue.
- b. Needs-to-Improve. If the outcome is Needs-to-Improve, the appropriate administrator/faculty member will work with the member to develop a Plan for Corrective Action.
- c. Discontinuance. If the outcome is not satisfactory, the Reassigned Time may be discontinued at the option of the appropriate administrator.

24B.4 **Criteria for Performance Appraisal Review**

All criteria appropriate to the member's assignment included in this section will be used in the Performance Appraisal Process. Additional criteria, defined as areas specific to the member's capabilities, experience and assignment, may be developed by the Tenure Appraisal Team and will be included in the Performance Plan. All criteria should be adapted to each member's specific job description.

A first-year faculty member is expected to concentrate 100% of his/her efforts on performance for the service to which the member has been assigned and is not expected to have institutional duties. Exceptions, not to exceed 20%, must be agreed upon by the member, the Tenure Appraisal Team and the appropriate Vice President.

During Years Two (2), Three (3), and Four (4), tenure track contract faculty may be reassigned, by mutual agreement of member and the Appraisal Team, to duties outside the scope of their primary assignment. During all years they shall maintain sufficient load (at least 80% second year, 60% third and fourth years) in their primary assignment area to ensure effective appraisal. Appraisal of the Reassigned Time portion of their duties will occur as per Article 24 B.3.2.

24B.4.1 **Professional Criteria Category**

Each member shall:

- a. Demonstrate currency and depth of knowledge of the field in the performance of assignment.
- b. Demonstrate the ability to communicate subject matter clearly, correctly and effectively.
- c. Demonstrate an ability to achieve objectives in area of assignment.
- d. Demonstrate an ability to adapt methodologies for students/clientele with special needs and different learning styles.
- e. Demonstrate regular effective student contact for courses offered either fully or partially through Distance Education.

- f. Utilize methods and materials appropriate to the subject matter.
- g. Demonstrate evidence of careful preparation and organizational skills in area of assignment.
- h. Implement the Course Outline of Record
- i. Provide clear assignments or directives to students and regularly inform students of academic standing in class.
- j. Provide for each student a current course syllabus, as required by Title 5 that includes SLOs, classroom procedures, requirements and grading policies and provide a copy to the Division Office.
- k. Demonstrate a commitment to student learning by beginning and ending classes according to schedule, holding regular office hours and meeting student needs, as professionally required.
- l. Evidence currency in the field through participation in activities such as professional conferences, workshops, seminars, webinars, presentations, professional activities, exhibitions, or publications. Currency in the field may also be demonstrated by the currency of course materials and teaching methods.
- m. Meet Record-Keeping obligations on time, e.g., grades, requisitions, schedules, textbook orders, rosters.
- n. Work with classified personnel in an effective manner in those areas related to instruction and institutional goals.
- o. Participate in the process of SLO assessment and evaluate and use the results of these assessments in the process of continuously improving student learning.
- p. Participate in the process of SLO assessment and evaluate and use the results of these assessments in the process of continuously improving student learning.
- q. Participate in the process of Program Review (Article 21).
- r. Participate in the process of creating and updating curriculum. (Article 21).

24B.4.2 Collegial Criteria Category

Each member shall:

- a. Work cooperatively within the college community.
- b. Foster an environment that protects academic freedom within the college community.
- c. Foster a positive working environment which is free from harassment, prejudice and/or bias.
- d. Demonstrate positive communication skills within the college community.
- e. Demonstrate a respect for the dignity of each individual.
- f. Foster an environment that promotes equity, inclusion, and equal opportunity for students and employees of the District.

24B.4.3 Institutional Responsibilities Criteria Category (for Years 2, 3, and 4)

Each member shall:

Demonstrate a commitment to his/her department/division, college and District by fulfilling his/her Institutional Responsibilities as outlined in Article 21.

24B.5 Tenure Appraisal Team

24B.5.1 A Tenure Appraisal Team shall be formed for each member hired. With the consent of the Division Dean and Department Chair and the college Academic Senate President, an Appraisal Team may elect to appraise more than one tenure track contract member.

24B.5.2 The team shall be composed of two regular members in Satisfactory status, selected by the appropriate Division Dean and Department Chair, and an administrative designee appointed by the appropriate Vice President. The Appraisal Team faculty members shall not be appraised by the appraisee during the tenure process or during the next appraisal cycle.

At least one of the members named must come from the appraisee's department or related discipline, or the division if necessary. In special cases, the Appraisal Team has exclusive right to include a non-voting external participant for content expertise if that content expertise is not available within the bargaining unit. The selection of the person having content expertise is subject to approval by the appraisee.

- 24B.5.3 The college Academic Senate President or designee, in consultation with the appropriate Vice President and the Department Chair/designee, shall approve the selection of members to serve on the team and ensure that the Appraisal Team is formed by the end of the second week of the first semester of hire.

All faculty members appointed to the team shall serve for the duration of the review period. If a member can no longer continue as a member of the team, the member will be replaced following the above procedure. If the procedure has not been completed within one month of the effective date a team member's resignation from the team, the administrative member of the Tenure Appraisal Team shall assume the responsibility for appointing a replacement.

If the appraisee has sufficient concern that a member of their Appraisal Team will not be able to serve on the team in an equitable and collegial manner, or if a team member has evidenced their inability to do so, the appraisee may contact their WVMFT, AFT 6554 representative. The WVMFT, AFT 6554 will arrange and attend a conference with the appraisee and the Director of Compliance or their designee, after which the Director of Compliance shall issue a formal recommendation on team membership.

For the purposes of this section "equitable" means able to appraise the appraisee without regard to factors that do not pertain to the contractually-established appraisal criteria and in a manner consistent with standards and expectations applied to other faculty. Collegial has the same meaning as in Article 24B.4.2.

- 24B.5.4 **Tenure Appraisal Team Leader**

The leader of the team will be elected by its members.

- 24A.5.5 The Appraisal Team Leader is responsible for ensuring that the appraisal process is completed in accordance with the appropriate provisions and

timelines of the contract. The responsibilities of the Appraisal Team Leader will include at least the following items:

- a. Obtaining a list of any recommendations resulting from the appraisee's prior appraisal and surveys done during intervening years kept in the appropriate Vice President's office.
- b. Scheduling and conducting the Pre-Appraisal Conference.
- c. Coordinating appraisal observations from all members of the Appraisal Team and completing a Professional & Collegial Responsibility form in consultation with the Division Dean, and the Department Chair if the Chair is not the Appraisal Team Leader, or the appraisee and surveying other appropriate administrative and other personnel regarding the performance of responsibilities that cannot be assessed by a classroom observation, and summarizing such input for inclusion in the Post-Appraisal Conference. For all appraisal cycles, the appraisee may provide a list of administrative or other personnel who have personal knowledge of the appraisee's performance, or expertise regarding the area of the appraisee. When such a list is provided, the listed individuals shall be called upon by the Appraisal Team Leader to provide input.
- d. Ensuring that the Student Surveys are completed in a timely manner.
- e. Obtain the Institutional Responsibility forms from the appraisal cycle.
- f. Reviewing the results of the Pre-Appraisal conference, the Self-Appraisal, Faculty Peer Observations, Administrative Observation, Distance Learning Observation forms, Reassigned Time Appraisals, Professional & Collegial form, the Institutional Responsibility form, Student Survey summary and comments, and other information such as commendations, attendance, course syllabi and drop/retention rates with the team.
- g. Preparing for and conducting the Post-Appraisal Conference. Prior to the Post-Appraisal Conference, working with the other team members, the Appraisal Team Leader will compile and prepare all of the appropriate documents for the conference using the criteria from Article 24B.4 and following the process specified in Article 24B.6.

- h. Completing the Performance Appraisal Summary form and ensuring that the appropriate documentation is submitted to the appropriate Vice President or designee.

24B.6 Performance Plan and Timeline

24B.6.1 Pre-Appraisal Conference

By the end of the 4th week of the semester, the Appraisal Team will meet with the member to develop the Performance Plan, to discuss elements of the appraisal, and other information such as commendations, Record-Keeping documents, attendance, course syllabi and drop/retention rates, and establish expectations as defined in the job description. Documents related to the appraisal process will be distributed.

24B.6.2 Observations

There will be a minimum of two observations by each member of the Appraisal Team. For Year One (1) and Year Two (2), there will be a minimum of one (1) observation of each section/activity by a member of the Tenure Appraisal Team each semester. For Years Three (3) and Four (4), observations will normally be for the Fall semester only.

Observations may be conducted without advanced notice, except that at least one observation per appraisal cycle shall be scheduled with the approval and coordination of the appraisee. Observations should be completed no later than Week 11 of the semester. Observations will include activities appropriate to the member's service area(s). Based on the observations, teams are encouraged to provide immediate informal feedback and mentoring, as appropriate. Any derogatory information must be promptly brought to the attention of the instructor so that instructor has opportunity to remediate.

If the class section observed is a Distance Education section, the Appraisal Team member will have access to, and will review instruction and faculty-student interaction through the course content management system, which shall include at least one three-week time period identified by the appraisee. Appraisal Team access to the course shell shall be terminated upon completion of the appraisal. In addition, the Appraisal Team member and the appraisee may arrange for on on-campus observation, skype or video conference of that section. If a work experience instructor is being observed, the Appraisal Team

member and the appraisee shall arrange for on or off-campus observation as appropriate.

Additional observations and surveys may be called for in the Performance Plan or as identified in Article 24B.3.1.

24B.6.3 **Appraisal Surveys**

A. **Classroom Activities**

Student Surveys will be conducted in each class section using official forms during each appraisal semester. Surveys will be completed between Weeks 6 and 11. When administering student surveys, a member of the Appraisal Team or its designee, which could be the appraisee, shall read the written instructions to the class and pass out the Student Surveys. That person will inform the students that ratings and written comments will be used in the appraisals and that the instructor will not have access to the written comments until after grades are recorded. A student will be designated to collect the completed appraisal forms and return them immediately to the Division Office or appropriate collection point. The appraisee will leave the room while students fill out the Student Surveys.

B. **Non-classroom Activities Student Surveys**

Appropriate appraisal surveys will be conducted using official forms during each appraisal semester. Surveys will be completed between Weeks 6 and 11. The team leader will collect the appraisal surveys and deliver them immediately to the Division Office or appropriate collection point. For Distance Education Courses, the Student Surveys will be administered by the Office of Instruction electronically. Student Surveys will be sent to the students to complete for at least a two week window between Weeks 6 and 13.

For all Student Surveys, the Office of Instruction will ensure that the students' written comments are separated and forwarded only to the Appraisal Team Leader, who shall give them to the appraisee only after grades are submitted.

24B.6.4 **Preparation for Post-Appraisal Conference**

Prior to the post-appraisal conference, the Appraisal Team Leader will work with the Appraisal Team to compile and prepare all of the appropriate

documents for the conference using the criteria from Article 24B.4 and following the process specified in Article 24B.1.

The Department Chair or immediate supervisor, if not a member of the team, will be informed by the Appraisal Team Leader of the outcome of each appraisal and may be included in the post-appraisal preparation by request of the Appraisal Team Leader.

24B.6.5 **Post-Appraisal Conference**

At the conclusion of the appraisal, there will be a conference with the appraisee and the Appraisal Team to discuss the outcomes of the appraisal and other information such as commendations, Professional & Collegial Responsibility form, Institutional Responsibility forms for Years Two (2), Three (3), and Four (4), attendance, course syllabi and drop/retention rates, as well as a discussion of performance on Professional, Collegial, and Institutional Responsibilities Criteria.

If the Department Chair is not a member of the Appraisal Team, he/she may be included in this Post-Appraisal Conference at the request of the Appraisal Team Leader.

The Post-Appraisal Conference shall be completed and the Performance Appraisal Summary Form will be signed by all team members. The completed appraisal package consisting of the documentation listed in 24B.4.1.1 will be forwarded to the appropriate Vice President or designee prior to Finals Week of each semester. The report will be reviewed by the appropriate Vice President who will forward a report to the President or designee.

The appraisee shall be afforded an opportunity to raise concerns about possible bias on the part of individuals involved in their review. Any such statement provided by the appraisee shall be included with the appraisal in the member's official personnel file. The appraisee may inform an appropriate WVMFT, AFT 6554 representative.

24B.6.6 **Outcome**

The outcome of the Performance Appraisal Process could result in different recommendations for each of the various performance criteria categories. In each case the outcome could be:

- A. **Satisfactory:** If the recommendation is Satisfactory in all areas, the member will be recommended for an additional contract as follows:

At the end of the first year, this contract will be a one-year contract.

At the end of the second year, this contract will be a two-year contract.
At the end of the fourth year, this contract will grant tenure.

- B. **Needs-to-Improve:** During the first year, if the appraisal recommends that the member needs to improve in any of the three criteria categories listed in Article 24B.4, the member will be recommended for an additional contract and a Plan for Corrective Action will be provided by the team in the Performance Plan.

Due to the employment contract implications, the outcome of the appraisal during the Fall semester of the 2nd year must be either Satisfactory or Unsatisfactory.

During the third year, if the appraisal recommends that the member needs to improve in any of the three criteria categories listed in Article 24B.4, a Plan for Corrective Action will be provided by the team in the Performance Plan.

At the end of the Fall semester of the 4th year there must be a team recommendation to move to Satisfactory to grant tenure OR to move to Unsatisfactory to deny tenure.

- C. **Unsatisfactory:** If the appraisal is unsatisfactory in any of the three criteria categories listed in Article 24B.4, the member will not be recommended for continued employment with the District.

Summary of Possible Appraisal Outcomes:									
	1 st Year		2 nd Year		3 rd Year		4 th Year		
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Satisfactory	S	S	S	S	S	(S)	S	(S)*	→ Tenure
Needs to Improve	NI	NI	↗	NI	NI	(NI)	↗	(NI)*	→ Tenure
			□				□		
Unsatisfactory	U	U	U	U	U	(U)	U	(U)*	

↓

	<p>If the Appraisal Outcome is Unsatisfactory:</p> <ol style="list-style-type: none"> 1 Non-Renewal Notice issued to Appraisee. 2 Team continues to appraise performance. 3 Team provides President with a final recommendation. 4 If significant improvement is noted by the Team, the President will confer with the Team. <p>The President may request that the Board rescind the non-renewal notice.</p> <ol style="list-style-type: none"> 5 If no significant improvement is noted by the Team, the Appraisee is not issued a contract. <p><i>() Outcomes in parenthesis are done only if directed by the Appraisal Team. *Outcomes with asterisk carry over to next appraisal under Article 24A. Where there is a blank space, that outcome is not possible for that semester. Arrows indicate the next possible action.</i></p>
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The Appraisal Team, with the appropriate administrator, will meet with the appraisee to review the results of the appraisal. If the decision is made to terminate, the member’s assignment will be determined by the President during termination proceedings.

24B.7 Early Tenure

In exceptional circumstances, tenure may be recommended by a tenure track contract member’s tenure Appraisal Team after two years if the tenure track contract member had tenure at a community college or four-year college or university before being hired by the District.

For a recommendation of early tenure to be considered it must be for exceptional performance and significant contributions to the member’s college and department. The recommendation for early tenure must be made unanimously by the tenure Appraisal Team.

As with all grants of tenure, this must be agreed to by the appropriate administrator, President, Chancellor and Board of Trustees.

24B.8 Negotiability

Any changes in the District Tenure Review or Performance Appraisal Process shall be subject to the negotiation process. WVMFT, AFT 6554 shall consult with the Academic Senate prior to engaging in collective bargaining procedures regarding this article.

24B.9 Grievability

Only compliance with the Performance Appraisal process is grievable.
Outcomes or results of this article are not grievable.

ATTACHMENT A
CONFIDENTIAL EMPLOYEE PERFORMANCE EVALUATION
(Probationary)

The probationary period provides the employee and the District an opportunity to assess whether the employee and the position are a good match. During this period, the employee should receive training, coaching, mentoring and feedback from his/her supervisor(s) frequently. The written evaluation must take into consideration the employee's length of time in his/her position and his/her progression in the specific areas of evaluation.

Employee Name: _____ G# _____

Reporting Period: From: _____ To: _____

4th Month Probationary 8th Month Probationary Other

Position Classification: _____

Department: _____

Supervisor: _____ G# _____

Performance Standards

(E) Exceeds Expectations	(M) Meets District Expectations	(N) Needs to Improve	(U) Unacceptable
Consistently exceeds expectations.	Displays and maintains an effective and consistent level of performance that fulfills requirements.	Performance did not consistently meet expectations. Performance Improvement Plan needed.	Consistently fails to meet expectations. Significant improvement needed with additional support/direction from supervisor.

Performance Areas

1. Quantity of Work

- | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 1a. Progression of workload as appropriate to time in position | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 1b. Completes assignments on schedule/meets deadlines | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each "Unacceptable" rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate targeted behavior.

- 1a.
1b.

2. Quality of Work

- | | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 2a. | Pays attention to detail; is accurate | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2b. | Prepares a neat and thorough work product | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2c. | Completes all assigned aspects of a project | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2d. | Organizes/prioritizes work effectively | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2e. | Uses correct and appropriate written expression | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2f. | Uses correct and appropriate verbal expression | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each “Unacceptable” rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

- 2a.
- 2b.
- 2c.
- 2d.
- 2e.
- 2f.

3. Dependability

- | | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 3a. | Observes work hours | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 3b. | Returns from breaks/lunch on time | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 3c. | Attends work regularly | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 3d. | Notifies supervisor in a timely manner of lateness or absence | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each “Unacceptable” rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

- 3a.
- 3b.
- 3c.
- 3d.

4. Work Habits & Communication

- | | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 4a. | After direct instruction, works independently with minimal supervision | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4b. | Complies with rules/regulations | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4c. | Learns from mistakes | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4d. | Complies with work instructions | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4e. | Takes responsibility for actions | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4f. | Works efficiently and concentrates efforts on assigned tasks | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4g. | Keeps office space organized and neat | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4h. | Communicates with co-workers in respectful and cooperative manner | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4i. | Communicates with supervisors; appropriately suggests better procedures/methods | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4j. | Keeps supervisor informed of status of assigned work | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4k. | Sets priorities; anticipates work cycles and plans accordingly | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 4l. | Maintains confidentiality | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each “Unacceptable” rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

- 4a.
- 4b.
- 4c.
- 4d.
- 4e.
- 4f.
- 4g.

- 4h.
- 4i.
- 4j.
- 4k.
- 4l.

5. Attitude/Cooperation

- | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 5a. Accepts assignments with courtesy and respect | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 5b. Welcomes constructive suggestions for improvement with courtesy and respect | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 5c. Shows interest and enthusiasm | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 5d. Demonstrates pride in doing work well | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 5e. Shows willingness to work collaboratively with others | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each “Unacceptable” rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

- 5a.
- 5b.
- 5c.
- 5d.
- 5e.

6. Job Knowledge & Skills

- | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 6a. Demonstrates knowledge of processes and/or procedures | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 6b. Demonstrates willingness to improve skills, as necessary | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 6c. Demonstrates an understanding of position’s duties | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 6d. Follows established safety practices | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each “Unacceptable” rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

- 6a.
- 6b.
- 6c.
- 6d.

7. Adaptability

- | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 7a. Open to new ideas and processes | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 7b. Performs well in different and diverse situations | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 7c. Adapts well when unexpected/urgent situations arise | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each “Unacceptable” rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

- 7a.
- 7b.
- 7c.

8. Interpersonal Relationships & Customer Service

- | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 8a. Demonstrates customer responsiveness and courtesy | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 8b. Demonstrates respect and discretion when dealing with customers | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 8c. Demonstrates collaborative and cooperative spirit when interacting with co-workers | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 8d. Foster an environment that promotes equity, inclusion, and equal opportunity for students and employees of the district. | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each “Unacceptable” rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

8a.
8b.
8c.
8c.

9. Leadership (for Supervisors ONLY)

- | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 9a. Plans and assigns work | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9b. Gives clear instructions | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9c. Makes decisions | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9d. Bases decisions on appropriate facts | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9e. Bases decisions on appropriate district rules and regulations | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9f. Delegates responsibility | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9g. Exercises fairness and impartiality | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9h. Trains and develops personnel | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9i. Maintains morale | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 9j. Plans effectively with supervisors | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each “Unacceptable” rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

9a.
9b.
9c.
9d.
9e.
9f.
9g.
9h.
9i.
9j.

Overall Performance Rating		<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
1.	Quantity of Work	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
2.	Quality of Work	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
3.	Dependability	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4.	Work Habits & Communication	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
5.	Attitude/Cooperation	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
6.	Job Knowledge & Skills	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
7.	Adaptability	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
8.	Interpersonal Relationships & Customer Service	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9.	Leadership <i>(for Supervisors ONLY)</i>	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U

Comments (attach a separate sheet, if necessary):

1.	<input type="text"/>	6.	<input type="text"/>
2.	<input type="text"/>	7.	<input type="text"/>
3.	<input type="text"/>	8.	<input type="text"/>
4.	<input type="text"/>	9.	<input type="text"/>
5.	<input type="text"/>	10.	<input type="text"/>

Goals Identified for Next Evaluation Period:

Optional: Employee's Comments (attach a separate sheet, if necessary):

Employee:

I acknowledge having seen and discussed this report with my supervisor. My signature does not necessarily signify agreement. I understand that I may submit a written response to be attached to this evaluation and placed in my personnel file.*

Signature

Date

Supervisor:

This report is based on my direct observation and/or knowledge. It represents my best judgment of this employee's performance.

Signature

Date

Evaluator's Supervisor:

This is confirmation that the above supervisor has completed the evaluation for this employee.

Signature

Date

*Written response must be submitted to the supervisor within ten (10) working days. The original copy will be attached to the Performance Evaluation Report and forwarded to Human Resources.

ATTACHMENT B

**CONFIDENTIAL EMPLOYEE PERFORMANCE EVALUATION
(Non-Probationary)**

Employee Name: _____ G# _____

Reporting Period: From: _____ To: _____

6th Month Conditional Annual Biennial Other

Position Title: _____

Department: _____

Supervisor: _____ G# _____

Performance Standards

(The following terms are to be reviewed and understood by both the employee and the administrator prior to the evaluation. It is important for consistency and enhanced communication that both supervisor and employee operate with the same definition for each of the performance standards.)

Outstanding	Consistently Meets Expectations	(N) Needs to Improve	(U) Unacceptable
Performance reflects superior skills, knowledge, and ability by consistently exceeding job requirements and often demonstrating exceptional performance. Makes unique and significant contributions to the department.	Performance meets the job description requirements. Employee consistently meets normally accepted standards and satisfactorily completes assignments. Employee achieves results one would expect taking into consideration training received and related background/experience.	Performance does not consistently meet standards; requires more direction and supervision to accomplish the task than normal; performs below minimum job requirements; does not meet performance expectations. Improvement required within a defined period of time to meet standards.	Performance does not meet requirements of the job and seriously impacts the department's effectiveness. Improvement in employee's performance is essential.

All ratings must be substantiated by supporting observations and examples. In addition, for Needs-to-Improve and Unacceptable ratings, specific recommendations for improvement must be outlined. A follow-up evaluation will need to be scheduled within a defined period of time to assess the employee's improvement and whether or not competency has been reached.

Performance Areas

Knowledge of Duties

Demonstrates clear understanding and ability to perform the assigned job duties and has in-depth knowledge and technical expertise. Learns and masters applicable new skills and procedures.

<input type="checkbox"/> Outstanding	<input type="checkbox"/> Consistently Meets Expectations	<input type="checkbox"/> Needs to Improve	<input type="checkbox"/> Unacceptable
Demonstrates a mastery of breadth and depth of knowledge. Is regarded as an expert.	Has good knowledge of job responsibilities and meets standards.	Deficient in knowledge and has limited awareness of job duties.	Lacks required knowledge to perform job. Work is consistently below standards.

Comments:

<p>Quality of Work/Accuracy <i>Performs at a high level of competency, accuracy and thoroughness. Uses initiative and creativity as appropriate in providing service.</i></p>			
<input type="checkbox"/> Outstanding Demonstrates exemplary work and a high level of accuracy and creativity. Work is consistently of high quality.	<input type="checkbox"/> Consistently Meets Expectations Produces quality results. Work is accurate and thorough. Pays attention to detail.	<input type="checkbox"/> Needs to Improve Quality of work is below standard. Requires direction.	<input type="checkbox"/> Unacceptable Accuracy and competency is not demonstrated. Constant supervision is required.
<p>Comments:</p>			

<p>Attendance/Punctuality <i>Schedules and uses leave in an appropriate manner that is sensitive to the department and workload priorities. Adheres to work schedule; reports to work on time.</i></p>			
<input type="checkbox"/> Outstanding Attendance is exemplary and uses good judgment in scheduling leave.	<input type="checkbox"/> Consistently Meets Expectations Attendance is reliable and gives proper notice in advance of foreseeable absences.	<input type="checkbox"/> Needs to Improve Frequently late/absent from work and does not use good judgment in scheduling leave.	<input type="checkbox"/> Unacceptable High absenteeism. Ignores leave guidelines. Absenteeism adversely affects work environment.
<p>Comments:</p>			

<p>Follow Through/Prioritization <i>Demonstrates good judgment in planning, organizing, and completing work.</i></p>			
<input type="checkbox"/> Outstanding Demonstrates exemplary skills in planning and organizing the completion of work.	<input type="checkbox"/> Consistently Meets Expectations Plans, organizes and completes work.	<input type="checkbox"/> Needs to Improve Insufficiently plans, is disorganized and completion of work is inconsistent.	<input type="checkbox"/> Unacceptable Fails to plan, to organize and to complete work as required.
<p>Comments:</p>			

<p>Team Player <i>Works well and effectively with others; responsive, positive attitude towards work; ability and willingness to work with associates, administrators and subordinates toward common goals; cooperative, accommodating and dependable.</i></p>			
<input type="checkbox"/> Outstanding Actively works with others to accomplish common tasks and reach goals.	<input type="checkbox"/> Consistently Meets Expectations Works well as a team member and contributes to the goal.	<input type="checkbox"/> Needs to Improve Reluctant to perform as team member. Unwilling to work with others towards common goals.	<input type="checkbox"/> Unacceptable Uncooperative and will not perform as a team member. Action is detrimental to accomplishing goals.
<p>Comments:</p>			

<p>Effectiveness/Efficiency <i>Demonstrates the ability to use time wisely in producing the volume of work required for the position.</i></p>			
<input type="checkbox"/> Outstanding Results routinely exceed expectations in terms of time usage and quantity produced.	<input type="checkbox"/> Consistently Meets Expectations Completes assigned work and uses time wisely.	<input type="checkbox"/> Needs to Improve Uses time inefficiently and volume of work is insufficient.	<input type="checkbox"/> Unacceptable Fails to accomplish tasks. Fails to use time efficiently. Unable to work on multiple tasks.
<p>Comments:</p>			

<p>Flexibility <i>Demonstrates the ability to accommodate unexpected changes in the work routine.</i></p>			
<input type="checkbox"/> Outstanding Consistently goes above and beyond to meet the demands of the unexpected.	<input type="checkbox"/> Consistently Meets Expectations Appropriately modifies behavior and work methods in response to the unexpected.	<input type="checkbox"/> Needs to Improve Has difficulty in responding to changing conditions in the work place.	<input type="checkbox"/> Unacceptable Unable or unwilling to respond to changing conditions in the work place.
<p>Comments:</p>			

Interpersonal/Communication Skills

The ability to listen, hear and respond in a sensitive, meaningful way that enhances mutual respect with others as the employee carries out his/her responsibilities.

<input type="checkbox"/> Outstanding	<input type="checkbox"/> Consistently Meets Expectations	<input type="checkbox"/> Needs to Improve	<input type="checkbox"/> Unacceptable
Promotes and builds excellent relationships with others.	Listens and responds effectively. Demonstrates respect for co-workers and others.	Lacks effective communication skills, negatively impacting job performance.	Insensitive communication skills that cause conflict.

Comments:

Demonstrative Sensitivity and Awareness to Diversity

Sensitivity to diverse populations that may require special effort and attention to provide equitable and quality service; participates in activities designed to support a diverse working and learning environment; seeks ways to improve communication across areas of diversity.

<input type="checkbox"/> Outstanding	<input type="checkbox"/> Consistently Meets Expectations	<input type="checkbox"/> Needs to Improve	<input type="checkbox"/> Unacceptable
Demonstrates an understanding of the challenges and opportunities that diversity brings to the workplace; works to develop relationships among diverse groups of workers and students.	Demonstrates support for the diversity of co-workers and students; seeks to understand differences and respects differences in the workplace.	Expects others to act and think the way he/she does; little effort to accommodate differences; impatient with those who are different.	Intolerant of those who are different; refuses to acknowledge or accommodate differences.

Comments:

Safe Work Habits

Understanding and application of safe practices; observes safety rules. (i.e., lifting, storing, ergonomics, etc.)

<input type="checkbox"/> Outstanding	<input type="checkbox"/> Consistently Meets Expectations	<input type="checkbox"/> Needs to Improve	<input type="checkbox"/> Unacceptable
Models safe work habits. Identifies unsafe conditions and recommends solutions.	Practices safe work habits.	Neglects prescribed safety policies and procedures that define safe work habits.	Puts oneself, others and/or District at serious risk by failing to practice safe work habits.

Comments:

Adaptability

Demonstrates the ability to learn new tasks, develop new skills and to accept new ideas as the work environment changes over time.

<input type="checkbox"/> Outstanding	<input type="checkbox"/> Consistently Meets Expectations	<input type="checkbox"/> Needs to Improve	<input type="checkbox"/> Unacceptable
Keeps abreast of current trends in area of expertise. Initiates the opportunity to adapt, and to learn new tasks.	Readily learns new tasks to keep current. Open to change and new ideas.	Is reluctant to adapt to a changing work environment.	Does not adapt to a changing work environment.

Comments:

Leadership/Supervision (if applicable)

Effectively assigns and delegates work in a manner that promotes productive and quality work; motivates others to realize their potential; oversees systems/ operations effectively.

<input type="checkbox"/> Outstanding	<input type="checkbox"/> Consistently Meets Expectations	<input type="checkbox"/> Needs to Improve	<input type="checkbox"/> Unacceptable
Demonstrates good supervisory skills in directing and assigning work; is fair, consistent, and responsible; perceived as a leader by work group.	Takes initiative when necessary; sets example of self-reliance and leadership; makes sound decisions; uses good judgment in the delegation or assignment of work.	Seldom takes initiative; cannot effectively delegate or assign work; perceived as unfair.	Uses bad, uninformed judgments and recommendations; fails to develop team among work unit; neglects oversight of operations.

Comments:

Strengths

Summarize the employee's most significant strengths in the performance of work.

Comments:

Areas for Growth and/or Improvement

Highlight areas of potential growth, which may add to the employee's value to the District. Does the employee show ability to retain new concepts? Summarize any needed improvement. If appropriate, specify recommendations.

Comments:

OVERALL PERFORMANCE RATING

Evaluate how this employee has met the requirements of his/ her position during the entire period covered by this evaluation.

Outstanding

Consistently Meets Expectations

Needs to Improve

Unacceptable

Comments:

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

Goals Identified for Next Evaluation Period:

Optional: Employee's Comments (attach a separate sheet, if necessary):

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