

Tentative Agreement
by and between the
Glendale College Guild, Local 2276
and the
Glendale Community College District

The Glendale College Guild, Local 2276 (Guild) and the Glendale Community College District (District), hereby agree to the following Tentative Agreement:

ARTICLE IX
EVALUATION PROCEDURES

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Section 1. Evaluation of Tenured Instructional Faculty Members

The Chief Human Resources Officer shall coordinate an evaluation schedule with the Vice President, Instructional Services. For each tenured instructional faculty to be evaluated, an Evaluation Committee shall be established, composed of the faculty member's division chairperson, a volunteer peer instructor selected by the 134 faculty member, and the appropriate Vice President, or a designee. All peer evaluators must be tenured and have received a satisfactory rating in their last evaluation. The peer evaluator shall be from the same discipline. If this is not possible, the peer evaluator shall be from the same division as the faculty member being evaluated. The administrator shall serve as Chairperson.

When a Division Chairperson is being evaluated as an instructor, the Committee shall be composed of the Vice President, Instructional Services or designee and a peer selected by the Division Chairperson. Evaluation reports shall be subject to the guidelines of Sections 3, 4, 5 and 6.

The Evaluation Committee shall attempt to assess the faculty member's overall performance, including teaching ability, subject matter competence, participation in campus life, and whether the faculty member meets professional expectations. To this end, the evaluatee shall submit to the committee **a Self Reflection (see appendix K), a** sample course overviews or syllabi, sample tests, and other material as determined by the division or discipline. **In addition, the evaluatee may submit a self-evaluation.**

Evaluation records shall be retained in the Office of Human Resources and will only be made available to faculty, staff and administrators as is necessary for the evaluation process.

Section 2. Evaluation of Tenured Student Services Faculty Members

The Chief Human Resources Officer shall coordinate an evaluation schedule with the Vice President, Student Services. For each tenured Student Services faculty member to be evaluated, an Evaluation Committee shall be composed of the faculty member's division chairperson, a volunteer peer faculty member selected by the evaluatee and the appropriate Vice President or a designee. All peer evaluators must be tenured and have received a satisfactory rating in their last evaluation. The peer evaluator shall be from the same unit as the faculty member being evaluated. The administrator shall serve as the Chairperson.

When the Division Chairperson is being evaluated as a faculty member, the Committee shall be composed of the Vice President of Student Services or designee and a peer selected by the Division Chairperson. Evaluation reports shall be subject to the guidelines of Sections 3, 4, 5 and 6.

The Evaluation Committee shall attempt to assess the faculty member's overall performance, including teaching ability, subject matter competence, provision of student services, participation in campus life and whether the faculty member meets professional expectations. To this end, the evaluatee ~~may submit to the committee self-evaluation.~~ **will provide a Self Reflection (see appendix K).** When appropriate the evaluatee shall submit sample course overviews and syllabi, sample tests, and other material as determined by the division or discipline.

Evaluation records shall be retained in the Office of Human Resources and will only be made available to faculty, staff and administrators as is necessary for the evaluation process.

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Section 9. Evaluation of Adjunct (Hourly) Instructional or Student Services Faculty Members

Evaluation schedules for the adjunct and hourly faculty members shall be coordinated by the Chief Human Resources Officer in cooperation with the appropriate Vice President or designee. Adjunct and hourly faculty members shall be evaluated in the first year of employment, and shall be done at least once every three (3) years of employment thereafter. If there is a break in service of two academic years, the faculty member shall be considered a new employee and shall be evaluated during the first semester of reemployment (or intersession, if the faculty member only works during intersessions). The employee shall

maintain their salary placement after returning from a break in service. Evaluations culminate in a written rating report which is retained in the faculty member's personnel file. Adjunct faculty members to be evaluated during a semester shall be notified at least two weeks prior to the visit. Faculty to be evaluated shall notify the evaluators of dates that observations would not be appropriate due to scheduled tests, videos, or other such exercises. Where the faculty member only works in intersessions, their evaluation shall be conducted in an intersession, and the faculty member shall be notified during the first week of the intersession in which they are being evaluated

All evaluation forms for adjunct faculty shall be found in Appendix "E."

Evaluations shall be conducted by the appropriate Division Chairperson, or designee or appropriate administrator, and shall normally be from the same department/division or organizational unit as the faculty member being evaluated. The evaluator shall assess the faculty member's overall performance, subject matter competence, and meeting established performance factors and standards for evaluation. The evaluatee shall submit to the Division Chair, or designee, **a Self Reflection (see appendix K)**, an overview or syllabus for each course (to demonstrate that the faculty member is teaching the master objectives), a sampling of tests, ~~district self-evaluation form (completion of this form is optional by the faculty member)~~ and other relevant material as determined by the Division Chair or designee. Student complaints or other indicators of less than satisfactory performance can trigger an evaluation at any time

Evaluation records shall be retained in the Office of Human Resources and will only be made available to faculty, staff and administrators as is necessary for the evaluation process.

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APPENDIX E FACULTY EVALUATION QUESTIONNAIRES

(Evaluation forms are found online at
www.glendale.edu/evaluationforms)

Academic

Instructional Faculty Evaluation

Counseling Faculty Evaluation

Library Faculty Evaluation

Composite Non-Tenured Faculty Evaluation Sheet

Self-Evaluation Report – Non-Tenured Contract Faculty

Three Year Professional Growth Plan – Non-Tenured Contract Faculty

Non-Tenured Faculty Response to Student Feedback

Student Evaluation of Counselor

Student Evaluation of Learning Disability Specialist

Student Evaluation of Mental Health Counselor

Student Evaluation of Health Services

Student Evaluation of Librarian

Student Evaluation of Online or Hybrid Course

~~Student Evaluation of Telecourse~~

Division Chair

Composite Division Chair Administrative Evaluation Form

Division Chair Administrative Evaluation

Division Chair Administrative Evaluation - Assessment of Evaluatee by Immediate Supervisor

Academic - Adjunct

PT Instructional Adjunct Evaluation Packet

PT Counselor Evaluation Packet

PT Librarian Evaluation Packet

~~Optional Self Evaluation of Classroom Adjunct Faculty~~

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APPENDIX K

Evaluation Self-Reflection

As a faculty member at GCC, your role plays a vital part in fostering an inclusive, equitable and accessible environment for student learning and engagement. Reflecting on your practices and contributions can help enhance our collective commitment to these principles, which are described in the college's mission statement.

Use this self-reflection to guide your annual professional development plans over each of the next three years. Your insights can shape your goals—whether they align with, support, or expand upon your PLAY goals.

This tool is designed to highlight your voice in the evaluation process prior to your observation period. Your evaluators will be able to better tailor their feedback to you in this review process by considering your goals in their observations.

Consider the following evaluation criteria:

- Classroom or presentation performance
- Evidence of student learning
- Relationships with students, staff, and colleagues
- Approaches to learning or counseling

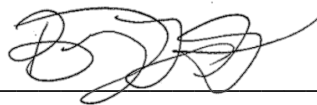
To begin, reflect on the last evaluation period and the professional development goals you set each year. Consider the following leading questions to highlight your specific practices and contributions in five hundred (500) words or less:

- How do you think you can grow as a faculty in the coming years?
- What professional development goals might you establish for yourself to support this growth?
- How do these goals enhance your impact on student learning and success?

DATE: _____5/16/2025_____

Roger Bowerman

Roger Bowerman, Chief Negotiator
Glendale College Guild



Brittany Grice, Chief Negotiator
Glendale Community College District