



SBCCD Faculty Evaluation Process

Initial Conference to Final
Summary

Purpose of Evaluation



ENSURE INSTRUCTIONAL
QUALITY AND STUDENT
SUCCESS



PROVIDE STRUCTURED
FEEDBACK AND SUPPORT
FOR FACULTY



FULFILL CONTRACTUAL
AND ACCREDITATION
REQUIREMENTS

Who Gets Evaluated?

Contract Employees (tenure-track probationary) – annually for 4 years

Regular Employees (tenured) – once every 3 years

Full-Time every 6 semesters

Part-Time/Adjunct – annually for first 2 years, then every 6 semesters

Key Components

- Initial Conference
- Peer Observations
- Student Evaluations (if applicable)
- Additional Faculty Feedback (non-instructional)
- Self-Evaluation
- Manager Observations & Summary
- Final Conference

Initial Conference

Meeting between Evaluating
Manager & Faculty

Clarifies process and
expectations

Reviews possible results of
evaluation

Peer Review Process

Full time Vs Part time

One or Two peers participate:

- One selected by Academic Senate President
 - One selected by faculty member
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For part time one peer selected by the department chair

Includes observation or interview

Focus on expertise, teaching methods, communication

Student & Faculty Feedback

Instructional faculty:
student course evaluations

Non-instructional faculty:
service effectiveness
feedback

Confidential and used for
improvement

Self-Evaluation



Reflect on student
success & equity
practices



Highlight
contributions to
campus culture



Document
professional
growth/training



Identify areas for
improvement &
needed support

Manager Observations & Final Conference

Manager will conduct
observation

Final summary shared by
semester end

Faculty may provide written
response within 30 days

Evaluation Outcomes

Meets expectations

Improvement needed (with
recommendations)

Does not meet expectations
(with deficiencies cited)

Importance of Process

Supports professional
growth

Ensures accountability
& fairness

Strengthens teaching
and service quality