Tohono O’odham Community College – Interim Monitoring Report – Faculty Evaluation

Institution - Tohono O’odham Community College (TOCC)
Chief Executive Officer - Paul Robertson, Ph.D., President
Date Submitted to the Higher Learning Commission (HLC) - January 30, 2018

1. Action
HLC’s September 19, 2016 letter to TOCC pursuant the Institutional Actions Council determination notes that TOCC must submit “An Interim Report due 1/31/2018 regarding faculty evaluations, program review, and data management.” This report addresses faculty evaluations.

2. Core Components 3.C
Core Component 3.C, “The institution has the faculty and staff needed for effective, high-quality programs and student services,” was met with concerns. Subcomponent 3 addresses the area of concern directly: “Instructors are evaluated regularly in accordance with established institutional policies and procedures.”

3. Areas of Focus – The final Reaffirmation Review Report dated July 5, 2016 (hereinafter identified as RRR), stemming from HLC’s comprehensive evaluation conducted in March 2016, notes that TOCC faculty “have not been formally evaluated since 2012” (p. 22) and recommends that “a specific plan including timelines for evaluating faculty” be developed with participation of the Faculty Senate and addressed in a monitoring report due by January 31, 2018 (p. 44).

4. Faculty Evaluation at TOCC
Upon receipt of the RRR and the HLC’s September 2016 letter, Tohono O’odham Community College began developing a comprehensive plan for evaluating faculty. The Education Division, Human Resources Department, and Faculty Senate all worked on the plan, reviewing it cyclically until all parties agreed on the process for evaluating faculty.

The resulting faculty evaluation plan includes the components suggested by the HLC team in the RRR, incorporating classroom observation; professional activities; service to the community; student course evaluations; self-assessment; reviews of student success, appropriate use of Himdag in courses, and prior assessments; and action plans. In conjunction with developing the plan, TOCC’s Education Division took steps to systematically encourage faculty to engage in professional development, to use Himdag in the curriculum, and to fulfill other components of the faculty evaluation plan.

The evaluation form for full-time faculty was approved by the Faculty Senate on January 23, 2018 and will be put into effect for CY 2017 evaluations. The College is refining its plan for evaluation of adjunct faculty and expects to have Faculty Senate approval by October 2018. The timeline below shows steps taken to date and actions projected for the near future. A narrative discussion of the process follows the timeline. Attachment A shows the Faculty Evaluation Form and Attachment B is the Faculty Evaluation Plan. Appendices document the process of arriving at the form and the plan.
A. Timeline – development of a faculty evaluation plan at TOCC – 2015-2018

September 2015 – New Assessment Coordinator begins reviewing the student course evaluation process and determines that improvements are needed. At the time, several different forms were used, and results were not uniformly collected and distributed. Improvements to the process are made over the next two semesters.

July 2016 – TOCC receives the Reaffirmation Review Report (RRR) noting the need for a specific faculty evaluation plan. See Appendix 1 for documentation of timeline items.

September 2016 – TOCC receives the letter from the HLC based on the Institutional Actions Council requiring an interim report that includes a faculty evaluation plan.

October 19, 2016 – College President provides the Education Division with a draft of items to look for in classroom observations. See Appendix 2 Assessment Guide for Classroom Visitation 2016.

October 20, 2016 – Vice President of Education emails a letter to faculty communicating that faculty performance evaluation for calendar year 2016 will take place using three components: student course evaluations, the Assessment Guide for Classroom Visitation 2016 (Appendix 2), and a to-be-developed “standard evaluation instrument.” See Appendix 3 Letter with Faculty Evaluation Plan for CY 2016.

October 21, 2016 – President, Vice President of Education, and Academic Chair attend the T-Ba’itk Faculty Senate meeting to discuss classroom visitations. The faculty and administrators agree unanimously that a peer faculty member will participate in classroom visitations along with the Chairs (Academic and Occupational Chairs, as appropriate for each faculty member). The Faculty Senate commits to creating a rubric for the classroom visitations.

October 31, 2016 – The Faculty Senate President emails the Faculty Senate’s draft rubric for classroom visitation to the Academic Chair, with faculty and other administrators cc’d. See Appendix 4 Faculty Classroom Visitation Rubric 10.30.2016.

Fall 2016 – The Assessment Coordinator refines the process of compiling student course evaluations for each faculty member and presenting the results in a memo that clearly shows data and comments by course. The memo includes a table that shows student course ratings for each course for all semesters that the instructor has taught that course.

January 2017 – The memos with Student Course Evaluation data are shared with faculty and the Academic Chair via Google Drive. The memos are housed in secure Google Drive folders with each instructor receiving permission to view only his or her folder. In Appendix 1, see the screenshot showing Google Drive folders with these memos. Appendices 5 and 6 contain a sample blank form and a completed student course evaluation memo to an instructor.

January 5-13, 2017 – A Faculty Enrichment Week is held to provide professional development opportunities for faculty members.
development, process review, and course planning time for faculty. Professional
development includes sessions on cultural topics, Math Across the Curriculum, General
Education Requirements, and the Accuplacer test. See Appendix 7 Spring 2017 Faculty
Enrichment Week for the full agenda.

February 12, 2017 – The Academic Chair emails the faculty about upcoming classroom
visitations. The message includes a table showing randomly-assigned peer observers;
faculty are requested to reply to the Academic Chair proposing two possible times for
classroom visitations.

February 13, 2017 – The Human Resources Director emails the Faculty Evaluation Form
to the Academic Chair with instructions for the completed forms to be submitted to the
next highest supervisor by February 28, 2017 and back to Human Resources by March 3,
2017. The Faculty Evaluation Form was based on the evaluation form for classified staff.

February-May 2017 – Faculty evaluations take place, including classroom visitations (by
Academic Chair and peers), completion of the evaluation forms, assembly of portfolios,
and evaluation meetings between individual faculty and the Academic Chair. The final
classroom visitation form appears as Appendix 8 Final Faculty Classroom Visitation
Rubric 03.27.2017.

May 2017 – The Academic Dean (formerly the Academic Chair) begins working with
faculty on the concept and role of academic area chairs.

July 21-23, 2017 – TOCC’s Academic Dean and Assessment Coordinator attend the 2017
Carnegie Math Pathways National Forum in San Francisco to investigate this curriculum
and related professional development opportunities for faculty.

August 4, 2017 – The Academic Dean gives a presentation to the College faculty about
the plan for Academic Area Chairs to serve in faculty leadership roles in three
instructional areas. Area Chairs will be instrumental in evaluating adjunct faculty in the
future. See Appendix 9 Presentation on Academic Area Chairs 08.04.2017.

September 1, 2017 – The Faculty Senate Vice President and a Faculty Senate member
review the Final Faculty Classroom Visitation Rubric and decide that no changes are
needed. They make plans to meet the next week to work on the Faculty Performance
Evaluation Plan.

September-October 2017 – Faculty Senate Vice President reviews and edits the Faculty
Evaluation Form with input from faculty colleagues. See emails included in Appendix 1.

November 2-4, 2017 – Four from TOCC attend the Carnegie Math Pathways 2017 TCU
Fall Institute in Minneapolis. Attendees were the Academic Dean, the Assessment
Coordinator, the Curriculum Coordinator, and the IT Instructor. See Appendix 10
Carnegie Math Pathways 2017 TCU Fall Institute.
November 8, 2017 – Faculty Senate President shares with Academic Dean the Faculty Performance Evaluation Form draft that it has approved. See email in Appendix 1 and draft form in Appendix 11 Faculty Evaluation Form Faculty Senate Draft 11.08.2017.

November 27, 2017 – Starting with the Faculty Senate’s version, the Academic Dean revises the Faculty Performance Evaluation Form. On 11/27/2017, he emails this form to the TOCC President and Vice President of Education. Afterwards, he collects suggestions from the Vice President of Education.

November 30, 2017 – The Academic Dean emails the President and Vice President of Education with the Faculty Performance Evaluation Form that includes revisions by the Vice President of Education.

December 1, 2017 – The Academic Dean emails the Faculty Performance Evaluation Form to the President of the Faculty Senate. See Appendix 12 MMH Faculty Evaluation Form Updated 11.30.2017.

December 2017 - January 2018 – The Faculty Senate and Academic Dean discuss and revise the Faculty Evaluation Form.

January 2-3, 2018 – The Academic Dean asks the Human Resources Director to review the form. The Human Resources Director returns the form with minor corrections.

January 2018 – Professional development and training for faculty is held on January 9. Adjunct faculty attend an orientation while full-time faculty attend a session on Adult Learning and the Man in the Maze Model. See Appendix 13 Spring 2018 Faculty Enrichment Day for the agenda. Faculty spend the rest of the week before classes start (January 8-12) advising students and preparing for classes. Faculty begin recording their professional development activities for portfolios and to share with the Academic Dean.

January 12, 2018 – The Academic Dean updates the Faculty Senate on the writing of this interim report (about the Faculty Evaluation process) and proposes the outline of an Adjunct Faculty Evaluation Plan to Faculty Senate. The Academic Dean works with the Faculty Senate to schedule performance evaluations of full-time faculty during February-March 2018. For documentation, see Appendix 14 T-Ba’itk: Faculty Senate Agenda, 01.12.2018 and Attachment B Plan for Faculty Evaluation. The latter document is shared with faculty at the Faculty Senate meeting.

January 22, 2018 – The Academic Dean develops the electronic storage system for the faculty forms and portfolios. See Appendix 15 Electronic Faculty Evaluation Portfolio.

January 23, 2018 – The Faculty Senate votes to approve the Faculty Evaluation Form. See Attachment A Final Faculty Evaluation Form Approved by the Faculty Senate 2018.

B. Narrative – development of a faculty evaluation plan at TOCC – 2016-2017

The 2016 Reaffirmation Review Report (RRR) noted that TOCC faculty had not been
formally evaluated since 2012 (RRR, page 22). To address the lack of faculty evaluation, the RRR made this recommendation:

The team recommends that Tohono O’odham Community College submit to HLC an interim report, by January 31, 2018, which details a specific plan including timeline for evaluating faculty.

The plan may include the following elements and it is recommended that it be approved by the Faculty Senate prior to submission and disseminated among the TOCC community appropriately:

- Classroom observation, using agreed upon standards, by a qualified peer or reviewer.
- Professional activities such as:
  - attendance at professional conferences
  - presentations at conferences
  - participation in regional conferences
  - publications
- Service to the community
- Student end of course evaluations
- Self-assessment, including goals for coming year
- A review of student success in the class
- A review of the incorporation and appropriate use of Himdag in their courses
- A review of appropriate assessment completed in their programs and courses
- A review of prior assessments
- Action plans as appropriate as a result of the evaluations. (RRR, p. 44)

During the eighteen months since the RRR was received, Tohono O’odham Community College has worked diligently to address the need for formal faculty evaluation. The Education Division, Human Resources Department, Faculty Senate, and College President have worked on the plans in a cyclical process so that forms and commitments were considered and revised multiple times. A look at Attachment A Final Faculty Evaluation Form shows that the parameters for reviewing faculty match the aforementioned list of elements recommended for inclusion by the RRR.

The timeline touches upon the steps taken to arrive at a formal faculty evaluation plan. For example, from the Timeline we see that a new Assessment Coordinator was in place by the time the RRR was received and was already working on improving the timely distribution of student course evaluations to faculty. The Assessment Coordinator continued this process with renewed emphasis after the RRR was received.

During fall 2016, the Faculty Senate and Education Division worked on refining a classroom visitation form. With input from the faculty, the form changed from a one-page list of seven questions (App. 2) to a two-page form (App. 4) with a rubric showing criteria for commendable, satisfactory, and needs-improvement performance and a table format for collecting observations covering Teaching and Learning Strategies; Learning
Environment; and Student Involvement. Both forms mentioned the Himdag, but the faculty-endorsed form asks for the “Demonstration of T-Ṣo:ṣon” (the College’s core values) in the Learning Environment and Student Involvement. The faculty negotiated for classroom visitation to be conducted by the Academic Dean and a peer instructor.

In spring 2017, the faculty were evaluated with three inputs: student course evaluations, classroom visitation results, and an evaluation form that faculty members and the Academic Dean or Occupational Chair would complete. (The Academic Dean works with faculty in the academic disciplines; the Occupational Chair works with faculty in the trades and occupational disciplines.) The evaluation form was based on the College’s evaluation form for classified staff, although it was adjusted for the faculty role.

During fall 2017, the Education Division and Faculty Senate worked together to revise the evaluation form so that it would be more comprehensive and more tailored to faculty evaluations. The form is set up as a document that each faculty member and the Dean or Chair will complete. In addition, faculty members will gather evidence for items mentioned on the form, such as copies of publications, programs from conference presentations, or newspaper articles about service to the community.

In January 2018, the Faculty Senate voted to approve the new Faculty Performance Evaluation Form. Also in January, the Academic Dean attended a Faculty Senate meeting to work with faculty on the schedule for implementing the Faculty Performance Evaluations for 2018. They agreed on the following timeline, which will become a template for future years. Attachment B contains the full Faculty Evaluation Plan.

<table>
<thead>
<tr>
<th>JANUARY 2018 (and each January thereafter) for evaluation of previous calendar year (CY)</th>
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<tbody>
<tr>
<td>The Academic Dean will ensure that these steps are completed:</td>
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<tr>
<td>• Each faculty member has access to an electronic storage system for a portfolio.</td>
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<td>• Faculty are randomly assigned to serve as peer visitors for their colleagues.</td>
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<td>• A classroom visitation schedule is set up; visitations are scheduled for February.</td>
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<td>• Instructors are encouraged to work on their portfolios and prepare for evaluation.</td>
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<td>Each faculty member will propose a time for his or her evaluation meeting with the Academic Dean, to take place during the first half of March.</td>
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<table>
<thead>
<tr>
<th>FEBRUARY 2018 (and each February thereafter for evaluation of previous CY)</th>
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<tbody>
<tr>
<td>Steps the Academic Dean will take:</td>
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<tr>
<td>• Carry out classroom visitations and complete the visitation forms.</td>
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<tr>
<td>• Ensure that full-time faculty members have made appointments for evaluation.</td>
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<tr>
<td>Steps the Faculty will take:</td>
</tr>
<tr>
<td>• Carry out classroom visitations as peers and complete the visitation form.</td>
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<tr>
<td>• Work on own portfolio and Faculty Evaluation Form.</td>
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<tr>
<th>MARCH 2018 (and each March thereafter)</th>
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<tr>
<td>Steps the Academic Dean will take:</td>
</tr>
<tr>
<td>• Hold individual performance evaluation meetings during March 1-15.</td>
</tr>
<tr>
<td>• Hold follow-up meetings as needed during March 16-31.</td>
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</table>
Steps the faculty members will take:
- Present own portfolio in the evaluation meeting with the Academic Dean.
- Conduct follow-up meetings as needed during March 16-31.

<table>
<thead>
<tr>
<th>APRIL 2018 (and each April thereafter)</th>
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<tbody>
<tr>
<td>• Academic Dean will turn in evaluation forms and portfolio to next higher supervisor by April 5, 2018.</td>
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<td>• President will turn in forms and portfolios to H.R. Department by April 15, 2018.</td>
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<th>JUNE 2018 (and each June thereafter)</th>
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<tr>
<td>By June 30, 2018, the Human Resources Director will verify that all faculty who were slated to be evaluated for CY 2017 were indeed evaluated. Similar confirmation will be made at the end of each fiscal year.</td>
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Occupational Education will follow a similar plan, with evaluation meetings between the faculty members and Occupational Chair.

In addition to this plan for evaluating full-time faculty, TOCC is working on a plan to evaluate adjunct faculty using classroom observations and student course evaluations as the main elements. In February 2018, the Academic Dean will convene a meeting with adjunct faculty to discuss the idea and solicit input. From March-August 2018, the Academic Dean will work with the Faculty Senate to finalize the plan for evaluation of adjunct faculty. We expect to have an approved plan in place by October 2018.

With the Faculty Senate-approved process for evaluating full-time faculty completed and the plans for an adjunct faculty evaluation under way, TOCC has addressed the concerns about faculty evaluation described in the RRR.

Attachments:
A) Final Faculty Evaluation Form Approved by the Faculty Senate 2018
B) Faculty Evaluation Plan

Appendices:
1) Emails and Screenshots Documenting the Faculty Evaluation Timeline
2) Assessment Guide for Classroom Visitation 2016
3) Letter with Faculty Evaluation Plan for CY 2016
4) Faculty Classroom Visitation Rubric 10.30.2016
5) Sample Student Course Evaluation Form Fall 2016
6) Memo About Student Course Evaluations 01.10.2018
7) Spring 2017 Faculty Enrichment Week
8) Final Faculty Classroom Visitation Rubric 03.27.2017
9) Presentation on Academic Area Chairs 08.04.2017
10) Carnegie Math Pathways 2017 TCU Fall Institute
11) Faculty Evaluation Form Faculty Senate Draft 11.08.2017
12) MMH Faculty Evaluation Form Update 11.30.2017
13) Spring 2018 Faculty Enrichment Day Agenda
14) T-Ba’itk: Faculty Senate Agenda, January 12, 2018
15) Electronic Faculty Evaluation Portfolio
## TOHONO O’ODHAM COMMUNITY COLLEGE
### FACULTY PERFORMANCE EVALUATION FORM
#### ANNUAL CY XXXX

**Attachment A: Final Faculty Evaluation Form Approved by the Faculty Senate 2018**

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>DEPARTMENT</th>
<th>TODAY’S DATE</th>
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<tr>
<th>TYPE OF REVIEW</th>
<th>REVIEW PERIOD COVERED</th>
<th>JOB TITLE</th>
<th>DATE OF HIRE</th>
<th>SUPERVISOR</th>
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<tbody>
<tr>
<td>Annual</td>
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<tr>
<td>Mid-year review</td>
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### GENERAL PROCEDURE:
Use the categories of this form as the subheadings to create a professional portfolio that will be submitted in January of each year. This form will also be used by the Academic Dean to provide the evaluation results. The portfolio must include the following sections:

1. Self-reflection of activities performed the previous academic year. This is the section where faculty can “make their case” for their evaluation.
2. Subheadings in this form (Culture, Teaching Effectiveness, Advising, Service Activities, Professional Development, and Peer Observation) that include evidence from each category.
3. Growth plan for improvement from previous academic year to go to the next level of performance.

### GENERAL EXPECTATIONS OF FACULTY PERFORMANCE
This evaluation is based on the following faculty performance expectations:

- Teach a 15 credit hour course load per semester as assigned by the Academic Dean and the VP of Education.
- Submit syllabi at the beginning of each semester and grades at the end of each semester in a timely fashion.
- Be punctual and prepared for all classes.
- Teach the entire period to meet the required Carnegie units.
- In case of an absence, arrange coverage of instruction of each course scheduled for the day of the absence, including a coverage plan for content of missed classes.
- In case of an absence, notify students and Academic Dean and VP of Education via email.
- Attend and participate in all scheduled faculty trainings, meetings, and required events of the College.

### PERFORMANCE OUTCOMES:
All sub-categories required unless otherwise stated

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>LEVEL</th>
<th>ACADEMIC DEAN COMMENTS</th>
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<tbody>
<tr>
<td>CULTURE</td>
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- Checks the following:
  - T-Soson
  - T-Wohocudadag – Our Beliefs
  - T-Apedag – Our Well-Being
  - T-Pick Elida – Our Deepest Respect
  - I-We:mta – Working Together

- Evidence of completion of Tohono O’odham history and language requirements or waiver

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**Page 1 of 6**

**Attachment A**
### TEACHING EFFECTIVENESS

- ✓ Course syllabi
- ✓ Student course evaluation
- ✓ Data submission of student learning assessment
- ✓ Follows the student learning outcomes & assessment
- ✓ Grade distribution table of courses taught
- ✓ Demonstrates quality improvement in teaching strategies based on assessment (Optional)
- ✓ Incorporates innovative teaching techniques and new technologies (where applicable) and new approaches to learning (Optional)
- ✓ Implements innovative teaching techniques (Optional)
- ✓ Curriculum development (Optional)

### ADVISING

- ✓ Advises students including evening enrollment
- ✓ Mentors or tutors students
- ✓ Assists students in selection of courses and career options
- ✓ Holds special review sessions and additional instruction time as necessary for student success (Optional)
- ✓ Keeps an “open door” policy towards students (Optional)

### SERVICE ACTIVITIES

#### Service to the College:

- ✓ Participates in institutional governance including Faculty Senate committees
- ✓ Participates in other College committees as needed
  - o Each faculty member is expected to attend and participate in Faculty Senate meetings and be actively involved in college/faculty issues
  - o Each faculty member is to join, attend and participate in at least one of the following Faculty Senate committees:
    - Assessment Committee
    - Curriculum Committee
- ✓ Committee Chair, Academic Area Chair, or any other college committee chair (Optional)
- ✓ Advisor to student organizations (Optional)
- ✓ College service at the local, regional or state level (Optional)
<table>
<thead>
<tr>
<th>Public and Community Service:</th>
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<tbody>
<tr>
<td>✓ Participates in outreach activities (i.e., giving lectures or presentations to local groups</td>
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<td>✓ Serves on boards or advisory councils at the local, state, national and international level</td>
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<td>✓ Works with community leaders to develop solutions to community problems (Optional)</td>
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<td>✓ Works with the local community as a volunteer (Optional)</td>
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<tr>
<td>✓ Involved in activities that increase the desire of non-college students to attend college</td>
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<tr>
<td>(Optional)</td>
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</table>

| PROFESSIONAL DEVELOPMENT                                                                     |
| (At least two activities required)                                                           |
| ✓ Presents at conferences, professional agencies or institutions                             |
| ✓ Edits books                                                                               |
| ✓ Publishes                                                                                 |
| ✓ Peer-reviews journal articles                                                              |
| ✓ Reviews articles or other publications                                                     |
| ✓ Attends conferences                                                                       |
| ✓ Presents at conferences (local, regional, state, national, or international)               |
| ✓ Presentation of creative work                                                              |
| ✓ Grants awarded                                                                           |
| ✓ Local, regional or national honors                                                        |
| ✓ Develops research                                                                        |
| ✓ Is an active member of a local, state, regional or national professional association       |
| ✓ Serves on editorial boards                                                                |
| ✓ Participates in curriculum development in your discipline at the local, regional or state   |
| ✓ Reviews grant proposals                                                                    |
| ✓ Demonstrates command of subject matter                                                     |
| ✓ Participates in skill-enhancing training                                                   |

| PEER OBSERVATION                                                                             |
|                                                                                              |
| ✓ Effective Teaching                                                                        |
| ✓ Good rapport with students                                                                |
| ✓ Effective use of technology                                                               |
| ✓ Active/student-centered learning                                                          |
| ✓ Himdag subject matter connection                                                          |
| AREAS IN WHICH IMPROVEMENT WOULD INCREASE FACULTY MEMBER’S EFFECTIVENESS |
| AREAS OF OUTSTANDING PERFORMANCE AND SPECIAL ACCOMPLISHMENT |
| HAVE THE WORK OBJECTIVES FOR THIS RATING PERIOD BEEN ACHIEVED? GIVE EXAMPLES |
| IMPROVEMENT WORK PLAN (IF NEEDED) TO BE COMPLETED BY ACADEMIC DEAN AND FACULTY |

RESULTING GOALS AND OBJECTIVES (INCLUDE TIMELINES)
## EVALUATION SUMMARY

### OVERALL PERFORMANCE EVALUATION:

- [ ] Level 4  Outstanding-Performance consistently exceeds job requirements.
- [ ] Level 3  Successful-Performance fully meets job requirements.
- [ ] Level 2  Needs Improvement-Performance meets some, but not all, job requirements.
- [ ] Level 1  Unacceptable-Performance is below job requirements.

<table>
<thead>
<tr>
<th>PERFORMANCE REVIEW CONFERENCES</th>
<th>SIGNATURES</th>
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<tbody>
<tr>
<td>WORK PLANNING SESSION:</td>
<td>ACADEMIC DEAN/DATE</td>
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<tr>
<td>REVIEW AND FEEDBACK SESSION(S):</td>
<td>FACULTY/DATE</td>
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<tr>
<td>FINAL SUMMARY EVALUATION:</td>
<td>____________________</td>
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### REVIEW AND FEEDBACK SESSION(S) COMMENTS:

_____________________________________________________________________________________________________________________________

### APPROVALS:

- ACADEMIC DEAN EVALUATION: ___________________________ DATE: __________
- NEXT HIGHER SUPERVISOR: ___________________________ DATE: __________
- HUMAN RESOURCE REPRESENTATIVE: ___________________________ DATE: __________

### DISTRIBUTION OF FINAL EVALUATION

- ORIGINAL: HUMAN RESOURCES DEPARTMENT
- COPY: ACADEMIC DEAN, FACULTY
DEFINITION OF TERMS

**Faculty Evaluation.** The annual review of faculty activities as compiled into a professional portfolio. The Faculty Evaluation is comprised of (a) Portfolio, (b) Academic Dean Evaluation, (c) Peer Evaluation, (d) Student Course Evaluations, and (e) Work Plan from previous calendar year. The result of each category’s evaluation is reported using the four levels of performance.

**Portfolio.** The collection of evidence in the form of artifacts that represent the activities performed by faculty during the previous calendar year.

**Culture.** This section requires that the faculty demonstrates how T-So:son (the Core Values) are integrated into the different facets of academic life, including teaching, interactions with faculty, staff, and students, etc.

**Teaching Effectiveness.** This section has activities that are required in the Faculty Evaluation Portfolio. The faculty is invited to add more activities that enhance teaching effectiveness.

**Advising.** This section has activities that are required of the faculty and that need to be included in the portfolio. The purpose of this category is to facilitate and increase the contact and communication between the faculty and students in order to lead students to successfully complete their academic goals.

**Service Activities.** This category has two distinct sections: service to the college and service to the community. Service to the college has two required activities. Service to the community has one required activity. The faculty is always invited to add to their service activities, particularly at the community level.

**Professional Development.** For this category, the faculty is required to select and report on at least two activities. The purpose of this category is to demonstrate professional involvement in current issues within the disciplines.

**Peer Evaluation.** This section is completed by the Academic Dean and a peer faculty. The purpose of this activity is to observe the faculty teaching to give constructive feedback that may lead to the improvement of student learning. A separate form to perform classroom visitations is provided.

**Areas in which Improvement Would Increase Faculty Member’s Effectiveness.** This section is completed by the Academic Dean to give constructive feedback in areas that need to be enhanced.

**Areas of Outstanding Performance and Special Accomplishment.** This section is completed by the Academic Dean to praise the faculty for outstanding faculty accomplishments. Comments on this section may be drawn from all categories in the portfolio.

**Have the Work Objectives for This Rating Period Been Achieved?** This section is completed by the Academic Dean using the previous calendar year’s work plan developed by the faculty. The Academic Dean provides feedback on whether the goals established in the work plan have been accomplished.

**Improvement Growth Plan to Be Completed by Academic Dean and Faculty Member (if needed).** This section is completed during a session between the Academic Dean and the faculty member, in the case the faculty member is not entirely meeting expectations. The improvement work plan is created for the following calendar year when it will be re-evaluated and revisited by both parties. This evaluation may happen at the same time as the annual evaluation, or it may happen as a separate evaluation.

**Evaluation Summary.** This page represents the overall results of each part of the faculty evaluation. To complete this section, the Academic Dean and faculty meet to discuss the results and to approve them. Both parties must sign the form that is then forwarded to the VP of Education and the Human Resources Department for filing. In case any clarification needs to be stated, the Evaluation Summary Comments section may be completed by both parties.
Attachment B: Faculty Evaluation Plan

TOHONO O’ODHAM COMMUNITY COLLEGE
FACULTY PERFORMANCE EVALUATION
OF CY 2017
PROPOSED SCHEDULE FOR EARLY 2018

GENERAL PROCEDURE from the Evaluation Form:
Use the categories of this form as the subheadings to create a professional portfolio that will be submitted in January of each year. This form will also be used by the Academic Dean to provide the evaluation results. The portfolio must include the following sections:

1. Self-reflection of activities performed the previous academic year. This is the section where faculty can “make their case” for their evaluation.
2. Subheadings in this form (Culture, Teaching Effectiveness, Advising, Service Activities, Professional Development, and Peer Observation) that include evidence from each category.
3. Growth plan for improvement from previous academic year to go to the next level of performance.

JANUARY 2018
Steps the Academic Dean will take:
- Prepare a portfolio binder for each faculty member with tabs for the subheadings.
- Draw up random assignments for peer visitors for classroom observation.
- Distribute portfolio binders and table of peer visitors.
- Work with assistant to set up schedule of classroom visitations for February 2018.

Steps the Faculty will take:
- Schedule a “Work Planning Session” for yourself to work on your portfolio and drafting your Faculty Performance Evaluation Form.
- Using Google Calendar, propose a time for your evaluation with the Academic Dean during March 1-15, 2018.

FEBRUARY 2018
Steps the Academic Dean will take:
- Carry out classroom visitations and complete the visitation forms.
- Convene a meeting with adjunct faculty and propose an evaluation process and solicit input.
- Ensure that each full-time faculty member has an appointment for evaluation scheduled for March 1-15.

Steps the Faculty will take:
- Carry out classroom visitations as peers and complete the visitation form.
- Work on own portfolio and Faculty Performance Evaluation Form.

MARCH 2018
Steps the Academic Dean will take:
- Hold performance evaluation meetings during March 1-15.
- Hold follow-up meetings as needed during March 16-31.

Steps the Faculty will take:
 Hold performance meeting with Academic Dean using completed Faculty Performance Evaluation Form.
 Conduct follow-up meetings as needed during March 16-31.

<table>
<thead>
<tr>
<th>APRIL 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Academic Dean will turn in evaluation forms and portfolio binders to next higher supervisor by April 5, 2018.</td>
</tr>
<tr>
<td>➢ President will turn in forms and binders to H.R. Department by April 15, 2018.</td>
</tr>
<tr>
<td>➢ Academic Dean will continue work on Adjunct Faculty Evaluation process with faculty input.</td>
</tr>
</tbody>
</table>
Appendix 1: Emails and Screenshots Documenting the Interim Report Timeline

Due to the amount of material in this appendix, relevant points will be highlighted blue.

September 2015 – New Assessment Coordinator begins reviewing the student course evaluation process and determines that improvements are needed. At the time, several different forms were used, and results were not uniformly collected and distributed. Improvements to the process are made over the next two semesters.

Richard Lee

Jan 12

to me

There was an attempt at compiling results of course evaluations - but it was done at a single point, want to say Fall 2014…

I started compiling the course evaluations with an eye towards building a historical dossier by faculty member from the first day I started.

The first two semesters were for designing what the output should look like, with the realization what ultimately there were four different course evaluation forms in TOCC's history.

After finding a suitable model to compare the four evaluations, I was able to set up a true apples-to-apples comparison among all faculty, both within a semester and between semesters. (Altogether there were close to 90 different faculty reviewed in a decade’s time.)

--Richard

Martha Lee <mlee@tocc.edu>

Jan 12

to Stacy

Stacy,

Please send me the date when Richard Lee started as Assessment Coordinator.

Thank you,

Martha

Stacy Owsley

Fri, Jan 12, 2018

to me

9/21/15

--

Thanks,

Stacy

Stacy D. Owsley, MSHRM, PHR

Human Resources Director
July 2016 – TOCC receives the Reaffirmation Review Report (RRR) noting the need for a specific faculty evaluation plan. See Appendix 1 for documentation of timeline items.

September 2016 – TOCC receives the letter from the HLC based on the Institutional Actions Council requiring an interim report that includes a faculty evaluation plan.

The Reaffirmation Review Report and the letter from the HLC are on file at TOCC and at the Higher Learning Commission.

October 19, 2016 – College President provides the Education Division with a draft of items to look for in classroom observations. See Appendix 2 Assessment Guide for Classroom Visitation 2016.

See if this works.

Paul

Screenshot showing the above email showing the attachment:
October 20, 2016 – Vice President of Education emails a letter to faculty communicating that faculty performance evaluation for calendar year 2016 will take place using three components: student course evaluations, the Assessment Guide for Classroom Visitation 2016 (Appendix 2), and a to-be-developed “standard evaluation instrument.” See Appendix 3 Letter with Faculty Evaluation Plan for CY 2016.

Faculty
Enclosed please find the evaluation process for the academic year. Process will be scheduled and implemented soon with each individual faculty. Thank you.

Juana

Screenshot showing the above email with two attachments:
October 21, 2016 – President, Vice President of Education, and Academic Chair attend the T-Ba’itk Faculty Senate meeting to discuss classroom visitations. The faculty and administrators agree unanimously that a peer faculty member will participate in classroom visitations along with the Chairs (Academic and Occupational Chairs, as appropriate for each faculty member). The Faculty Senate commits to creating a rubric for the classroom visitations.

On Tue, Oct 25, 2016 at 3:43 PM, Adrian Quijada <jquijada@tocc.edu> wrote:

Dear Mario, Juana & Paul,

Thank you for attending the October 21st T-Ba’itk Meeting to discuss the upcoming classroom visitations to classes. Our discussion greatly clarified the process and intent of these classroom visitations.

We were extremely pleased that, as a result of our meeting and discussions, we agreed unanimously that a faculty member will join the visitation team’s members in order to include a peer perspective in the class observation. We feel that this peer observation will greatly strengthen the course observation and provide valuable feedback for the improvement of teaching and learning in the classroom.

Currently, faculty members are working on a draft for a rubric that can be useful for the visitations. The final version of the rubric will be submitted to you by the end of this week.

In the spirit of I-We:mta, we appreciate this opportunity to collaborate with you.

Sincerely

Adrian

T-Ba’itk President

Adrian Quijada Ph.D.
Science & Natural Resources Faculty
T-Ba’itk Faculty Senate President
TOCC Research Committee Chair
Tohono O’odham Community College
Main Campus

October 31, 2016 – The Faculty Senate President emails the Faculty Senate’s draft rubric for classroom visitation to the Academic Chair, with faculty and other administrators cc’d. See Appendix 4 Faculty Classroom Visitation Rubric 10.30.2016.
Dear Mario,

Please find attached a draft for a rubric [called “Assessment guide” in the attachment] that can be useful for the classroom visitations. We will appreciate your feedback to improve it before the visitations schedule starts.

As part of faculty input, we would like to discuss details on the procedure to better understand the details and the consistency in the process. In addition, some faculty expressed concerns and are willing to attend and provide suggestions for improvement. We kindly request to meet with you for further feedback.

We would like to know the best times for you this week and next to organize this meeting. In my case, I'll be in New Mexico Friday Nov 4 and Monday 7 attending FALCON meeting.

Thank you in advance
Adrian

Adrian Quijada Ph.D.
Science & Natural Resources Faculty
T-Ba’itk Faculty Senate President
TOCC Research Committee Chair
Tohono O’odham Community College
Main Campus
Sells, AZ 85634
Tel: (520) 477-7367
Email: jquijada@tocc.edu

Knowledge is not information; it’s transformation. Osho
Fall 2016 – The Assessment Coordinator refines the process of compiling student course evaluations for each faculty member and presenting the results in a memo that clearly shows data and comments by course. The memo includes a table that shows student course ratings for each course for all semesters that the instructor has taught that course.

Richard Lee

Jan 12

to me

There was an attempt at compiling results of course evaluations - but it was done at a single point, want to say Fall 2014…

I started compiling the course evaluations with an eye towards building a historical dossier by faculty member from the first day I started.

The first two semesters were for designing what the output should look like, with the realization what ultimately there were four different course evaluation forms in TOCC’s history.

After finding a suitable model to compare the four evaluations, I was able to set up a true apples-to-apples comparison among all faculty, both within a semester and between semesters. (Altogether there were close to 90 different faculty reviewed in a decade’s time.)
January 2017 – The memos with Student Course Evaluation data are shared with faculty and the Academic Chair via Google Drive. The memos are housed in secure Google Drive folders with each instructor receiving permission to view only his or her folder. In Appendix 1, see the screenshot showing Google Drive folders with these memos. Appendices 5 and 6 contain a sample blank form and a completed student course evaluation memo to an instructor.

Sharing of the memos began in January 2017. The sample in Appendix 6 was printed out in January 2018. The screenshot below shows that different faculty memos cover different time periods, depending on how long the instructor has been at the College. The next page shows the same screenshot with more of the screen visible.
January 5-13, 2017 – A Faculty Enrichment Week is held to provide professional development, process review, and course planning time for faculty. Professional development includes sessions on cultural topics, Math Across the Curriculum, General Education Requirements, and the Accuplacer test. See Appendix 7 Spring 2017 Faculty Enrichment Week for the full agenda.

February 12, 2017 – The Academic Chair emails the faculty about upcoming classroom visitations. The message includes a table showing randomly-assigned peer observers; faculty are requested to reply to the Academic Chair proposing two possible times for classroom visitations.

-------- Forwarded message --------

From: Mario Montes-Helu <mmonteshelu@tocc.edu>
Date: Sun, Feb 12, 2017 at 8:46 PM
Subject: Classroom visitation

To: Edison Cassadore <ecassadore@tocc.edu>, Isaac Furlonge <ifurlonge@tocc.edu>, Jesus Quijada <jquijada@tocc.edu>, Jorge Guarin <jguarin@tocc.edu>, Melanie Lenart <mlenart@tocc.edu>, Neal Wade <nwade@tocc.edu>, Phillip Miguel <pmiguel@tocc.edu>, Teresa Newberry <newberry@tocc.edu>, Richard Lee <rlee@tocc.edu>, LaRonda Lugo <llugo@tocc.edu>, Linda Chappel <lchappel@tocc.edu>
Cc: Juana Jose <jjose@tocc.edu>

Dear faculty,

Here is the list. Pairs were assigned randomly. We want to have the visitations completed by February 22. Remember to send me at least two different times when I can participate in the visitation with your peer.

Attached you will find the class visitation form.

I-We:mta

<table>
<thead>
<tr>
<th>Name</th>
<th>Peer observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edison Cassadore</td>
<td>Melanie Lenart</td>
</tr>
<tr>
<td>Isaac Furlonge</td>
<td>Edison Cassadore</td>
</tr>
<tr>
<td>Jorge Guarin</td>
<td>Neal Wade</td>
</tr>
<tr>
<td>Richard Lee</td>
<td>Adrian Quijada</td>
</tr>
<tr>
<td>Linda Chappel</td>
<td>Phillip Miguel</td>
</tr>
<tr>
<td>Phillip Miguel</td>
<td>Richard Lee</td>
</tr>
<tr>
<td>Teresa Newberry</td>
<td>Isaac Furlonge</td>
</tr>
<tr>
<td>Adrian Quijada</td>
<td>Jorge Guarin</td>
</tr>
<tr>
<td>Neal Wade</td>
<td>Linda Chappel</td>
</tr>
<tr>
<td>LaRonda Lugo</td>
<td>Teresa Newberry</td>
</tr>
<tr>
<td>Melanie Lenart</td>
<td>LaRonda Lugo</td>
</tr>
</tbody>
</table>

Mario
February 13, 2017 – The Human Resources Director emails the Faculty Evaluation Form to the Academic Chair with instructions for the completed forms to be submitted to the next highest supervisor by February 28, 2017 and back to Human Resources by March 3, 2017. The Faculty Evaluation Form was based on the evaluation form for classified staff.

--------- Forwarded message ---------
From: Stacy Owlsley <sowsley@tocc.edu>
Date: Mon, Feb 13, 2017 at 10:14 AM
Subject: Evaluation Form
To: Mario Montes-Helu <mmonteshelu@tocc.edu>
Cc: Marla Ramon <mramon@tocc.edu>
Good Morning Mario
Attached is your staff evaluation form for Morningstar and the faculty evaluation form is for Edison, Jorge, Philip, Teresa, Kimberly, Adrian, Neil, Melanie, and Isaac. LaRonda’s evaluation is due July 3. Please disregard Richard Lee and Ronald Geronimo’s name on the list that Marla gave out as they report to Juana. As a reminder, the evaluation forms are due to Juana by February 28th for her signature as the next highest supervisor. After she returns it to you, it is due back to HR by March 3rd. Let me know when you send it to Juana. Let me know if you have any questions. Thanks, Stacy

--
Thanks, Stacy

Stacy D. Owsley, MSHRM, PHR
Human Resources Director

Tohono O’odham Community College
P.O. Box 3129
Sells, AZ 85634

Screenshot showing the above email with its attachments:
February-May 2017 – Faculty evaluations take place, including classroom visitations (by Academic Chair and peers), completion of the evaluation forms, assembly of portfolios, and evaluation meetings between individual faculty and the Academic Chair. The final classroom visitation form appears as Appendix 8 Final Faculty Classroom Visitation Rubric 03.27.2017.

The writer of this interim report, Martha S. Lee, asked the Human Resources Director Stacy Owsley to manually check in the paper records and confirm that the full-time faculty from calendar year 2016 had completed evaluation paperwork on file. Ms. Owsley performed the check and sent this confirmation:

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Completed Evaluation Form in File: ✓ = Verified by Human Resources Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrews, Verline</td>
<td>✓</td>
</tr>
<tr>
<td>Beres, Marilyn</td>
<td>✓</td>
</tr>
<tr>
<td>Cassadore, Edison</td>
<td>✓</td>
</tr>
<tr>
<td>Cubbins, Elaine</td>
<td>✓</td>
</tr>
<tr>
<td>Furlonge, Isaac</td>
<td>✓</td>
</tr>
<tr>
<td>Galarza, Richard</td>
<td>Termed 5/4/17 - before evaluations were done</td>
</tr>
<tr>
<td>Geronimo, Ronald</td>
<td>✓</td>
</tr>
<tr>
<td>Guarin, Jorge</td>
<td>✓</td>
</tr>
<tr>
<td>Lenart, Melanie</td>
<td>✓</td>
</tr>
<tr>
<td>Lund, Kimberley</td>
<td>Was on leave without pay since 1/3/17 Termed 10/30/17 - no evaluation</td>
</tr>
<tr>
<td>Mandre, Bernard</td>
<td>Was hired 10/31/16 - not enough time to have done an evaluation</td>
</tr>
<tr>
<td>Miguel, Phillip</td>
<td>✓</td>
</tr>
<tr>
<td>Newberry, Teresa</td>
<td>✓</td>
</tr>
<tr>
<td>Quijada, Adrian</td>
<td>✓</td>
</tr>
<tr>
<td>Saraficio, Delores</td>
<td>✓</td>
</tr>
<tr>
<td>Wade, Neal</td>
<td>✓</td>
</tr>
</tbody>
</table>
May 2017 – The Academic Dean (formerly the Academic Chair) begins working with faculty on the concept and role of academic area chairs.

---------- Forwarded message ----------
From: Mario Montes-Helu <mmonteshelu@tocc.edu>
Date: Tue, May 9, 2017 at 12:56 PM
Subject: Re: Appendix for Instructional Department Chair
To: Teresa Newberry <tnewberry@tocc.edu>
Cc: Adrian Quijada <aquijada@tocc.edu>

Thank you both. I will review the materials and we can discuss this further later.

Mario

On Tue, May 9, 2017 at 10:34 AM, Teresa Newberry <tnewberry@tocc.edu> wrote:

Hi Mario:

I forgot to mention that the information on the Instructional Department Chair is in Appendix D of the PCC Faculty Handbook. Here is an attachment of this Appendix. There is a listing of job duties on page 98 & 99 which is very helpful! No need to re-invent the wheel, right?

Teresa

--
**************************************************
Teresa L. Newberry, Ph.D.
Biology and Natural Resources Faculty
Lead Science Faculty
Tohono O'dodham Community College
(520) 383-0107

July 21-23, 2017 – TOCC’s Academic Dean and Assessment Coordinator attend the 2017 Carnegie Math Pathways National Forum in San Francisco to investigate this curriculum and related professional development opportunities for faculty.

Screenshot of email from Academic Chair with the registration information:
August 4, 2017 – The Academic Dean gives a presentation to the College faculty about the plan for Academic Area Chairs to serve in faculty leadership roles in three instructional areas. Area Chairs will be instrumental in evaluating adjunct faculty in the future. See Appendix 9 Presentation on Academic Area Chairs 08.04.2017.

September 1, 2017 – The Faculty Senate Vice President and a Faculty Senate member review the Final Faculty Classroom Visitation Rubric and decide that no changes are needed. They make plans to meet the next week to work on the Faculty Performance Evaluation Plan.

---------- Forwarded message ----------
From: Edison Cassadore <ecassadore@tocc.edu>
Date: Fri, Sep 1, 2017 at 4:02 PM
Subject: Fwd: Visitation form
To: Mario Montes-Helu <mmonteshelu@tocc.edu>
Cc: Linda Chappel <lchappel@tocc.edu>, Adrian Quijada <aquijada@tocc.edu>

Greetings Mario,

Linda and I reviewed the visitation form that was sent on August 29th, 2017, and we are in concurrence that changes are unnecessary at this time.

We also wanted to let you know that we are working on the evaluation form, and we plan to meet next Thursday, September 7th, 2017, to discuss it.
September-October 2017 – Faculty Senate Vice President reviews and edits the Faculty Evaluation Form with input from faculty colleagues. See emails included in Appendix 1.

Excerpts from emails showing faculty review of the evaluation form and process:

-------- Forwarded message --------
From: Linda Chappel <lchappel@tocc.edu>
Date: Thu, Oct 19, 2017 at 12:47 PM
Subject: Fwd: Faculty Evaluation
To: Mario Montes-Helu <mmonteshelu@tocc.edu>

Hi Mario,

Here is what I have so far, this is what I showed you briefly last time we met, and I did a few edits at your request.

Linda

--

Linda Chappel

Instructional Faculty
for the Visual Arts
Area Department Chair, Liberal Arts

On Thu, Oct 19, 2017 at 12:44 PM, Linda Chappel <lchappel@tocc.edu> wrote:

Hi Tim,

I could meet briefly on Friday prior to the meeting at 8:30 would be best for me, otherwise I am very tight on time.

I have attached the following:
1. HLC recommendations (highlights and questions are mine)
2. Timeline- based on above HLC recommendation
3. Checklist
4. Currently used Faculty Evaluation form
5. Faculty Development Summary (my draft with Mario's edits)
6. Faculty Action Plan- (my draft with Mario’s edits)

best for now, Linda

On Thu, Oct 19, 2017 at 8:29 AM, Timothy Foster <tfoster@tocc.edu> wrote:
Hi Edison and Linda,

I would like to schedule some time to get together and discuss the faculty evaluation process and see where we are.

What day and time works for you?

Bests,

Tim

--
Tim Foster, IT Faculty
Tohono O’odham Community College
Ha-Mascamdam Ha-Ki: Room 119
Main Campus, Highway 86, Milepost 125.5
Sells, AZ 85634

---------- Forwarded message ----------
From: Linda Chappel <lchappel@tocc.edu>
Date: Thu, Oct 26, 2017 at 2:02 PM
Subject: Re: 2018-2019 T-Soson Faculty Development Summary Form
To: Edison Cassadore <ecassadore@tocc.edu>

Hi Edison,

Only if we wanted to show what we added for the T-Soson and get feedback from faculty who did not attend the last meeting.

Linda

On Thu, Oct 26, 2017 at 1:54 PM, Edison Cassadore <ecassadore@tocc.edu> wrote:
Hi Linda,

Do you mean all the forms including the ones we developed and the original one? What would be the purpose? To show what we are adding?

Thanks, Edison

On Thu, Oct 26, 2017 at 1:43 PM, Linda Chappel <lchappel@tocc.edu> wrote:
Hello Edison,

Do you want to review the Faculty Evaluation forms in Faculty Senate tomorrow?

Linda

On Thu, Oct 26, 2017 at 1:26 PM, Linda Chappel <lchappel@tocc.edu> wrote:
Hi Tim,

So from the Faculty form as it is the Fourth section reads:

Teaching, Advising and Service
A. Teach all courses each semester as assigned by the Curriculum Specialist/Department Chair
B. Submit copies of 45 day roster, grades and syllabi timely, upon request.
C. Be punctual and prepared for all classes. Allowing students to be released early from class should be the exception not the rule.
D. Arrange coverage of instruction for each course you are teaching, if unable to teach a class during any given semester.
E. Provide an emergency coverage plan to Education Department designee by end of the first week of each semester
F. Attend and participate in all scheduled faculty trainings
G. Mentoring and advising students within your program

Upon acceptance of a new yearly contract with the college, each instructor is to develop a Work Plan for the next contract year.

I think because as a group these are covered in this separate 4th section and because the HLC report did not recommend follow up on this specific area we should leave this as is, what do you think? Linda

On Thu, Oct 26, 2017 at 12:45 PM, Timothy Foster <tfoster@tocc.edu> wrote:

Hi Edison and Linda,

Did we add advising to the form?

Bests,

Tim

On Sun, Oct 22, 2017 at 2:32 PM, Edison Cassadore <ecassadore@tocc.edu> wrote:

Greetings All,

Please find attached a draft of the requested form for the Core Values to be included in the annual faculty performance evaluation package. I believe that it, along with the other forms, needs to be presented to
President Adrian Quijada and the entire T-Ba’itk ("Our Voice")/Faculty Senate by Friday, October 27th, 2017. Is this correct?

How does this look? Should anything be changed? Added? Deleted?

Thanks,

Edison

************************************************************************

Dr. Edison Cassadore
Instructional Faculty in Literature and Humanities
Tohono O'odham Community College, Main Campus
P.O. Box 3129
Sells, AZ 85634
(520) 383-0103

November 2-4, 2017 – Four from TOCC attend the Carnegie Math Pathways 2017 TCU Fall Institute in Minneapolis. Attendees were the Academic Dean, the Assessment Coordinator, the Curriculum Coordinator, and the IT Instructor. See Appendix 10 Carnegie Math Pathways 2017 TCU Fall Institute.

November 8, 2017 – Faculty Senate President shares with Academic Dean the Faculty Performance Evaluation Form draft that it has approved. See email in Appendix 1 and draft form in Appendix 11 Faculty Evaluation Form Faculty Senate Draft 11.08.2017.

---------- Forwarded message ----------
From: Adrian Quijada <jquijada@tocc.edu>
Date: Wed, Nov 8, 2017 at 8:39 PM
Subject: Faculty Evaluation Form
To: Mario Montes-Helu <mmonteshelu@tocc.edu>, Linda Chappel <lchappel@tocc.edu>, Elaine Cubbins <ecubbins@tocc.edu>, Juana Jose <jjose@tocc.edu>

Mario,
attached is the latest draft of the faculty evaluation form for Cabinet consideration. This was reviewed and voted by our Faculty Senate. The majority voted in support of the draft and we are expecting Cabinet reviews for further review, if necessary.
Please let us know if you have questions.
Kind regards
Adrian

Adrian Quijada Ph.D.
Science & Natural Resources Faculty
Coordinator of the Studies in Indigenous Borderlands Program
Tohono O'odham Community College
November 27, 2017 – Starting with the Faculty Senate’s version, the Academic Dean revises the Faculty Performance Evaluation Form. On 11/27/2017, he emails this form to the TOCC President and Vice President of Education. Afterwards, he collects suggestions from the Vice President of Education.
November 30, 2017 – The Academic Dean emails the President and Vice President of Education with the Faculty Performance Evaluation Form that includes revisions by the Vice President of Education.

From: Mario Montes-Helu <mmonteshelu@tocc.edu>
Date: Thu, Nov 30, 2017 at 4:58 PM
Subject: Re: Faculty evaluation
To: Paul Robertson <probarton@tocc.edu>, Juana Jose <jose@tocc.edu>

Paul and Juana,

I made some changes as Juana suggested. Please let me know if I can send it to the faculty senate.

Thank you,

Mario
December 1, 2017 – The Academic Dean emails the Faculty Performance Evaluation Form to the President of the Faculty Senate. See Appendix 12 MMH Faculty Evaluation Form Updated 11.30.2017.

On Fri, Dec 1, 2017 at 4:32 PM, Mario Montes-Helu <mmonteshelu@tocc.edu> wrote:
Adrian,

I am sending what the administration agreed for the new faculty evaluation form using your input on the one you send me in November 8.

We made some changes and we described the process better, also the format was changed to make it more readable.

Could you please send it to the members of the faculty senate for their approval? I'd like to have an answer as soon as possible.

Thank you,

Mario

December 2017 - January 2018 – The Faculty Senate and Academic Dean discuss and revise the Faculty Evaluation Form.

---------- Forwarded message ----------
From: Adrian Quijada <jquijada@tocc.edu>
Date: Wed, Dec 6, 2017 at 6:48 PM
Subject: Faculty Evaluation Form APPROVED
To: Mario Montes-Helu <mmonteshelu@tocc.edu>, Linda Chappel <lchappel@tocc.edu>, Elaine Cubbins <ecubbins@tocc.edu>

Mario,

This is to let you know that the majority of our Faculty Senate voted electronically and approved the Faculty Evaluation Form, assuming that changes suggested by faculty members will be added.

Kind regards
Adrian

PS: This is another change: On page 4 at the top of the page for level 4. "requirements" needs to be added after "job"

January 2-3, 2018 – The Academic Dean asks the Human Resources Director to review the form. The Human Resources Director returns the form with minor corrections.
January 2018 – **Professional development and training** for faculty is held on January 9. Adjunct faculty attend an orientation while full-time faculty attend a session on Adult Learning and the Man in the Maze Model. See **Appendix 13 Spring 2018 Faculty Enrichment Day** for the agenda. Faculty spend the rest of the week before classes start (January 8-12) advising students and preparing for classes. Faculty begin recording their professional development activities for **portfolios** and to share with the Academic Dean.

Here are two screenshots of the spreadsheet in which the Academic Dean is collecting the entries the faculty are recording about their publications, presentations, conferences, grants, and other academic activities.
### Appendix 1

#### Faculty Development Activities (Responses)

<table>
<thead>
<tr>
<th>Timestamp</th>
<th>Email Address</th>
<th>Publications</th>
<th>Presentations</th>
<th>Conferences attended</th>
<th>Grants submitted</th>
<th>Other Academic Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18/2016 18:31:20</td>
<td><a href="mailto:chappak@tocc.edu">chappak@tocc.edu</a></td>
<td><em>Food and Water in Andean Landscapes: Dilemmas As A NEED Leadership Summit</em></td>
<td><em>4th Annual AHSC Chief Academic Officers Meeting</em></td>
<td></td>
<td></td>
<td><em>Participant in the 10th Century History and Use of Fossils</em></td>
</tr>
<tr>
<td>1/20/2016 10:38:38</td>
<td><a href="mailto:newberry@tocc.edu">newberry@tocc.edu</a></td>
<td><em>Food and Water in Andean Landscapes: Dilemmas As A NEED Leadership Summit</em></td>
<td><em>4th Annual AHSC Chief Academic Officers Meeting</em></td>
<td></td>
<td></td>
<td><em>Participant in the 10th Century History and Use of Fossils</em></td>
</tr>
<tr>
<td>1/25/2016 12:45:24</td>
<td><a href="mailto:ree@tocc.edu">ree@tocc.edu</a></td>
<td>None</td>
<td>None</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>1/30/2016 23:27:00</td>
<td><a href="mailto:jowen@tocc.edu">jowen@tocc.edu</a></td>
<td><em>The Man in the Moon A</em> <em>Mathematics in Asian Magic</em></td>
<td><em>4th Annual AHSC Chief Academic Officers Meeting</em></td>
<td></td>
<td></td>
<td><em>Participant in the 10th Century History and Use of Fossils</em></td>
</tr>
</tbody>
</table>

**Current Projects:**
- NSF TASP STEM Pre-TT
- NSF Research Capacity

**Other Academic Activities:**
- Participant in the 10th Century History and Use of Fossils
- NEED Leadership Summit:
  - *Food and Water in Andean Landscapes: Dilemmas* (Newberry, T., 2016)
  - *Sustainability through Life in El Bosque* (Young, J., 2017)
  - *Mathematics and Logic Games* (Presented at MIRI/MSRI Workshop, NSF

**Note:**
- Creation, development, and implementation of an online learning system using MATLAB (Prepack) and MATLAB (Teaching Assistant).
- Coordination and implementation of all mathematics courses via EUDOS, a comprehensive online learning management system for advanced and developmental math courses.
- Training and advising faculty in the use of EUDOS math courses.
- EUDOS coordinator for TOCC.

---

**Appendix 1**

---
### Appendix 1

#### Faculty development activities (Responses)

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Publications</th>
<th>Presentations</th>
<th>Conferences attended</th>
<th>Grants submitted</th>
<th>Other academic activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peterson, G.N.</td>
<td><a href="mailto:g.n.petterson@tocc.edu">g.n.petterson@tocc.edu</a></td>
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<td>Active member of Society for Personality and Social Psychology</td>
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<td>Advisory Committee - Web Ed (Cognitive Map Pathways)</td>
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<th>Conferences attended</th>
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<td>10/17 - Participated in Group show of artwork at the Jewish Community Center, Tucson, Arizona (reception 11/5/17)</td>
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<td></td>
<td>10/22/17 - Participated in Heart of Tucson Open Studio Tour</td>
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</table>
January 12, 2018 – The Academic Dean updates the Faculty Senate on the writing of this interim report (about the Faculty Evaluation process) and proposes the outline of an Adjunct Faculty Evaluation Plan to Faculty Senate. The Academic Dean works with the Faculty Senate to schedule performance evaluations of full-time faculty during February-March 2018. For documentation, see Appendix 14 T-Ba’itk: Faculty Senate Agenda, 01.12.2018 and Attachment B Plan for Faculty Evaluation. The latter document is shared with faculty at the Faculty Senate meeting. Here is an excerpt from the Faculty Senate minutes of January 12, 2018:

Faculty Senate Minutes
1/12/18

Attendees
Linda Chappel, VP
Elaine Cubbins, Secretary
Tim Foster
Richard Lee
Dr. Melanie Lenart
Phillip Miguel
Dr. Mario Montes-Helu
Curtis Peterson
Dr. Adrian Quijada, President
Neal Wade

The meeting began at 2:05 pm and ended at 4:10 pm….

V. Core Business

- Mario presented on the faculty evaluation plan. We need a timeline, the steps and the cycle to send to HLC. This year TOCC will use the new evaluation form for the 2017 calendar year. Mario explained the schedule to everyone. He said not to be concerned if all the items are not met for 2017 because this is a new process. The evaluation process for adjunct faculty is being worked on because it will not be as comprehensive as for full-time faculty. Mario will need the Senate minutes re: program review for HLC. There is no 360-review process at this time. Included will be demonstration of the T-So:son in various ways, possibly narratives, or included in the instructor’s teaching philosophy narrative model (e.g., This is my understanding of the Himdag, etc.).

January 22, 2018 – The Academic Dean develops the electronic storage system for the faculty forms and portfolios. See Appendix 15 Electronic Faculty Evaluation Portfolio.

January 23, 2018 – The Faculty Senate votes to approve the Faculty Evaluation Form. See Attachment A Final Faculty Evaluation Form Approved by the Faculty Senate 2018.
An email from the Faculty Senate President confirms that the form was approved by the T-Ba’itk Faculty Senate:

from: Adrian Quijada <jquijada@tocc.edu> to: Mario Montes-Helu <mmonteshelu@tocc.edu>,
Martha Lee <mlee@tocc.edu>,
Linda Chappel <lchappel@tocc.edu>,
Elaine Cubbins <ecubbins@tocc.edu>,
Stacy Owsley <sowsley@tocc.edu>
date: Fri, Jan 26, 2018 at 3:47 PM
subject: Faculty evaluation form FINAL passed by Faculty Senate

Dear Mario,
Attached is the final draft of the Faculty Evaluation Form, which includes the amendment made on January 22. This final version was voted and passed by the majority (62%) of our Senate membership. Vote was carried out by electronic vote on January 23, 2018. If you have questions please let me know.
Adrian

Adrian Quijada Ph.D.
Science & Natural Resources Faculty
Coordinator of the Studies in Indigenous Borderlands Program
Tohono O’odham Community College

Screenshot of above email, showing the attachment:
Appendix 2: Assessment Guide for Classroom Visitation 2016

Assessment Guide for Classroom Visitation

Note: This guide includes points that TOCC personnel visiting instructor’s classes will address.

Course and Course Number:
Instructor Name:
Date of Visit:
Names of observer(s):

1) Is the class session introduced in a way that students know what to expect? (i.e., learning objectives and the like are clearly stated at the outset of class.)

2) Are the directions that the instructor provides to students given in a clear and understandable fashion?

3) Is there ample opportunity for student engagement (i.e., is there an interactive component to the classroom or is the class primarily lecture?).

4) Does the instructor use supporting materials (e.g., beyond the textbook: such as video materials, additional reading, and recommendations for library work or research?)

5) Does the instructor make reference to or involve students in discussion of the Himdag (O'odham culture and life ways)? How?

6) Is there evidence from the class proceedings that the instructor is operating in a way that is conducive to establishing a student-teacher relationship that values the contribution of each to the learning project?

7) Other notable points observed:
Appendix 3: Letter with Faculty Evaluation Plan for CY2016

October 19, 2016

Dear faculty,

The Higher Learning Commission report developed by the team that visited in March 2016, indicated that faculty evaluations had not been done in recent years. Those evaluations will be done beginning this fall semester 2016 and running through spring semester 2017. There will be three components to the evaluations. Besides a standard evaluation instrument that is yet to be developed, (plans are to have this ready to go in November 2016), there will be two other components in this evaluation process. One is the familiar and recurring student evaluations of courses and instructors, done routinely most semesters and facilitated by the Assessment Coordinator Richard Lee. That will be conducted within the next three weeks. The third component, new to TOCC, will be a series of classroom visitations, as described below.

The classroom visitation component will entail visits to classrooms during class sessions. During the fall semester 2016, the plan is to visit one or more classes taught by each of TOCC’s full-time faculty. Faculty members will be notified not later than one week before a visit is scheduled for their class or classes. Education Division will determine the timing of the visits. Visits will be carried out by one or more TOCC administrators. Those administrators may include one or more persons, including VP Juana Jose, Academic Chair Mario Montes-Helu, Occupational Chair George Miguel, or others they may select to accompany them. Visitors to classrooms will use a standard assessment guide (copy attached).

Once the process is complete, administrators will meet with faculty members to provide constructive oral and written feedback to faculty within two weeks of the classroom visits.

The College administration has devised this plan partially in response to HLC’s finding but primarily in an effort to provide constructive feedback to instructors as part of our overall effort to learn and improve our practice as educators.

Your cooperation in this endeavor is appreciated.

Sincerely,

Juana Jose
Vice President, Education Division
Appendix 4 Faculty Classroom Visitation Rubric 10.30.2016

TOCC FACULTY CLASSROOM VISITATION

Faculty Member

Visitation Team Administrative Member

Visitation Team Peer Faculty Member

Observation Date

Course Term Location

OBSERVATION RUBRIC

Use the following rubric, along with the observation instrument on the back of this sheet to evaluate classroom performance.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Commendable Performance</th>
<th>Satisfactory Performance</th>
<th>Performance Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>Teaching and Learning Strategies</td>
<td>Demonstrated teaching and learning strategies appear effective</td>
<td>Demonstrated teaching and learning strategies appear adequate</td>
<td>Demonstrated teaching and learning strategies need adjustments</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Creates a positive and supportive learning environment for students</td>
<td>Learning environment appears comfortable for students</td>
<td>Environment does not appear to be sufficiently conducive to learning</td>
</tr>
<tr>
<td>Student Involvement</td>
<td>A majority of students appear actively engaged in learning</td>
<td>Many students actively engaged in learning</td>
<td>Few students actively engaged in learning</td>
</tr>
</tbody>
</table>

Note: Classroom Observation instruments for Alternative Learning courses will be modified by the parties, as appropriate, based on the above items.
### TOCC FACULTY CLASSROOM VISITATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OBSERVATION</th>
<th>OBSERVATION NOTES</th>
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</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning Strategies</strong></td>
<td>o Teaching Methods</td>
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<td>o Instructional Materials</td>
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<td></td>
<td>o Clarity of Presentation</td>
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<td></td>
<td>o Incorporation of Himdag in course content</td>
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<td></td>
<td>o Incorporation of learning activities that support Native students learning</td>
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<td>styles &amp; needs.</td>
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<td></td>
<td>o Techniques to encourage student’s engagement or re-engagement</td>
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<td><strong>Learning Environment</strong></td>
<td>o Learning Climate</td>
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<td>o Classroom Management</td>
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<td>o Instructor Enthusiasm</td>
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<td>o Demonstration of T:$0;\text{şon}$ in Learning Environment</td>
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<td><strong>Student Involvement</strong></td>
<td>o Student Engagement</td>
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<td>o Monitoring of Comprehension</td>
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<td>o Instructional Interaction</td>
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<td>o Demonstration of T:$0;\text{şon}$ in student involvement and faculty</td>
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<td>interactions</td>
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Received by Faculty Member __________________________ Date ______________
Appendix 5: Sample Student Course Evaluation Form Fall 2016

Tohono O’odham History and Culture I

HIS 122 2 – P Miguel

Please answer honestly and thoughtfully. Your feedback is important. Your responses are anonymous and protected by law and tradition. Please do not discuss your responses during the evaluation process. Do not write your name on this. For #13 and 14, please write clearly, preferably in print. (If need be, please use the back side of this for further comments.) Thank you.

1. Please rate this course from one to four
   1 – Poor  2 – Fair  3 – Good  4 – Excellent

2. Please rate the instructor’s teaching effectiveness.
   1 – Poor  2 – Fair  3 – Good  4 – Excellent

3. Rate the degree of cultural sensitivity you believe the teacher showed in this course.
   1 – Poor  2 – Fair  3 – Good  4 – Excellent

4. Was Himdag – O’odham cultural ways – discussed in the class?
   1 – Never  2 – Occasionally  3 – Sometimes  4 – Frequently

5. I would describe the level of learning I have achieved in this class as
   1 – Poor  2 – Fair  3 – Good  4 – Excellent

6. Rate the degree to which you were treated with respect in this course
   1 – Poor  2 – Fair  3 – Good  4 – Excellent

7. Rate the usefulness of in-class activities in helping you learn (lectures, discussions, etc.).
   1 – Poor  2 – Fair  3 – Good  4 – Excellent

8. Rate the usefulness of outside assignments (homework, projects, reports, etc.) in helping you learn.
   1 – Poor  2 – Fair  3 – Good  4 – Excellent

9. Rate the degree of usefulness of course materials.
   1 – Poor  2 – Fair  3 – Good  4 – Excellent

10. The instructor was timely in giving feedback on assignments:
    1 – Poor  2 – Fair  3 – Good  4 – Excellent

11. Rate the instructor in terms of being on time for classes
    1 – Poor  2 – Fair  3 – Good  4 – Excellent

12. How clear were the instructions the teacher gave you for assignments?
    1 – Poor  2 – Fair  3 – Good  4 – Excellent

13. What did you especially like about this course?

14. What suggestions would you make to improve this course?

Thank you for taking the time to answer these questions and providing this valuable information. This questionnaire will not be seen by faculty members. The results of the evaluations done by the students will be summarized and used by the administration of TOCC to provide constructive feedback to instructors in an effort to improve classes and teaching styles.
Appendix 6: Memo About Student Course Evaluations 01.10.2018

Richard Lee, Assessment Coordinator / On-Call Mathematics and Statistics Instructor
Ha-Mašcamđam Ha-Ki 121, Tohono O’odham Kekel Ha-Mašcamakuď
M P 125.5 Highway 86, San Isidro, Schuk Toak District
P O Box 3129, Sells, AZ 85634-3129
520 383 0062 office – 520 383 0029 fax – 520 205 2123 cell/text – e-mail rlee@tocc.edu

January 10th (gakimdag maşad we:stamam taş) 2018

Linda Chappel, BFA, MA
Sells / Komkicud E-wa’osidk

Dear Linda:

Attached to this memo are consolidated composite course evaluation scores. Scores are on scale of 4 -- all include student comments. If there are any questions concerning these, please do not hesitate to contact me at the above address and numbers. Thank you.

Sincerely,

Richard Lee
Spring 2017
Linda Chappel, BFA, MA
Drawing I
ART 110

Rating of course:  4
Instructor's teaching effectiveness:  4     Cultural
sensitivity:  3.8
Level of Learning:  4     Respect:  4
Himdag discussion:  2.8
Homework:  3.8     Course material:  3.8
In-class activities:  3.6
Instructor on time:  4     Instruction clarity:  4
Timely feedback:  4

13. What did you especially like about this course?
● Drawing
● Class assignments / drawings on various objects using different drawing materials. I simply love this class! ☺
● I liked that gradually over time I got so much better at my drawings.
● I like how easily things were explained, also how friendly the environment is.

14. What suggestions would you make to improve this course?
● Nothing
● None. It was great =)
● No need to change it.
● There is not really a thing to improve in this course. It was perfect.

Spring 2017
Linda Chappel, BFA, MA
Drawing II
ART 210

Rating of course:  4
Instructor's teaching effectiveness:  4     Cultural
sensitivity:  4
Level of Learning:  4     Respect:  4
Himdag discussion:  3
Homework:  3.7     Course material:  3.5
In-class activities:  4
Instructor on time:  4     Instruction clarity:  3.3
Timely feedback:  4

13. What did you especially like about this course?
● It was all good
● Self critique
● The chill vibes of being in the studio

14. What suggestions would you make to improve this course?
● Pretty good course
● More variety in still lifes
● More art supplies
Spring 2017
Linda Chappel, BFA, MA
Printmaking I
ART 255
** note: one evaluation **

Rating of course: 4
sensitivity: 4
Himdag discussion: 4
In-class activities: 4
Timely feedback: 4

13. What did you especially like about this course?
   ● It was a good lesson in history as well

14. What suggestions would you make to improve this course?
   ● Better materials so we can press shirts

Spring 2017
Linda Chappel, BFA, MA
History of Global Indigenous Visual Culture
ARH 203
** note: one evaluation **

Rating of course: 4
sensitivity: 4
Himdag discussion: 4
In-class activities: 4
Timely feedback: 3

13. What did you especially like about this course?
   ● The art projects along with the history helped me remember.

14. What suggestions would you make to improve this course?
   ● No comments
Summer / toniabkam I 2017
Linda Chappel, BFA, MA
History of Art I: Prehistory through Gothic Era
ARH 101
** note: one evaluation **

Rating of course: 3
Instructor's teaching effectiveness: 3
Cultural sensitivity: 4
Level of Learning: 3
Respect: 4
Himdag discussion: 3
Homework: 3
In-class activities: 4
Course material: 3
Timely feedback: 3
Instruction on time: 4
Instruction clarity: 3

13. What did you especially like about this course?
   ● Lectures.

14. What suggestions would you make to improve this course?
   ● No comment

Summer / toniabkam II 2017
Linda Chappel, BFA, MA
Basic Design
ART 100 1
** note: one evaluation **

Rating of course: 3.8
Instructor's teaching effectiveness: 3.8
Cultural sensitivity: 3.3
Level of Learning: 3.7
Respect: 4
Himdag discussion: 3.2
Homework: 3.7
In-class activities: 3.7
Course material: 3.8
Timely feedback: 3.7
Instruction on time: 4
Instruction clarity: 3.8

13. What did you especially like about this course?
   ● The hands-on art with paints and use of ideas
   ● Learn a lot refresher on things I already know. Lessons taught through lecture following with visual and hands-on
   ● Learned a lot with the objectives of art.
   ● Working outside the basic classroom classes. Still learning and doing art at the same time.
   ● What I liked about this class was being able to draw, paint and learn different textiles of art.
   ● The work of art I created. I feel I'm not an very artistic person.

14. What suggestions would you make to improve this course?
   ● More art, drawing related things I was looking more forward to.
   ● Increase the O’odham culture in this course.
   ● More art materials available.
Fall / wi’ihanig 2017
Linda Chappel, BFA, MA
History of Art I: Prehistory through Gothic Era
ARH 101

Rating of course: 3.8
Instructor’s teaching effectiveness: 3.8
Himdag discussion: 3.3
Cultural sensitivity: 3.7
In-class activities: 3.8
Level of Learning: 3.8
Timely feedback: 3.8
Homework: 3.5
Respect: 4
Instructor on time: 3.8
Instruction clarity: 3.8
Course material: 3.7

13. What did you especially like about this course?
   ● I enjoy the drawing of landscape (?)
   ● The flexible time to get assignments due
   ● All required drawings (?)
   ● Everything
   ● Now I found different kinds of art interesting and I slowly started to like the class
   ● I enjoyed the lectures, especially the artwork that was displayed.

14. What suggestions would you make to improve this course?
   ● None (twice)
   ● More practice time
   ● More food
   ● There is nothing to improve, it was a good class.
Fall / wi'ihanig 2017  
Linda Chappel, BFA, MA  
Basic Design  
ART 100 1  

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<th>Rating of course: 3.9</th>
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<tr>
<td>Timely feedback: 3.9</td>
<td>Instructor on time: 3.9</td>
<td>Instruction clarity: 3.8</td>
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13. What did you especially like about this course?
   - I liked the how I felt calm and not under pressure doing things
   - How she broke everything down for us when we didn’t understand
   - The teacher was excited everyday and very nice
   - The assignments were very exciting to do
   - All the projects - my favorite was the color wheel
   - All activities
   - Because it was interesting and fun to express ourselves
   - The creativeness, the communication, the welcoming

14. What suggestions would you make to improve this course?
   - More food
   - N/A (twice)
   - None, excellent the way it was
   - Nothing, I enjoyed class
   - More effort
   - More projects to work with
Fall / wi’ihanig 2017
Linda Chappel, BFA, MA
Drawing I
ART 110 1
** note: one evaluation **

Rating of course: 4
sensitivity: 4
Himdag discussion: 4
In-class activities: 4
Timely feedback: 4

13. What did you especially like about this course?
   ● Learned about the materials we went over in class, very exciting class

14. What suggestions would you make to improve this course?
   ● None

Fall / wi’ihanig 2017
Linda Chappel, BFA, MA
Color and Composition
ART 150 1

Rating of course: 4
sensitivity: 4
Himdag discussion: 3.7
In-class activities: 4
Timely feedback: 4

13. What did you especially like about this course?
   ● The ability to be creative and free in safe space
   ● How she help clear things up for me
   ● Everything we learned while doing each assignment

14. What suggestions would you make to improve this course?
   ● None
# TOCC – Interim Monitoring Report – Faculty Evaluation - Appendices

## Cumulative table - all on a four point scale

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<td>3.5</td>
<td>4</td>
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<td>3</td>
<td>3.8</td>
<td>3.7</td>
<td>3.8</td>
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<td>10</td>
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<td>3</td>
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<td>3.7</td>
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<td>11</td>
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<td>3.8</td>
<td>3.9</td>
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<tr>
<td>12</td>
<td>4</td>
<td>3.3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

## KEY

1. Course rating
2. Effectiveness
3. Cultural Sensitivity
4. Himdag
5. Level of Learning
6. Respect
7. In-class activities
8. Homework
9. Course material
10. Feedback
11. On-time
12. Clarity

### Note to the HLC

This memo was shared with Instructor Linda Chappel’s permission:

Email from Linda Chappel to Martha Lee (writer of this interim report) on January 10, 2018:

Hi Martha,

Yes you may use the memo, glad I can help with the process, Linda
Appendix 7: Spring 2017 Faculty Enrichment Week

Faculty Enrichment Week
Spring Semester
January 5 – 6, 9 – 13, 2017
Gewkdag Son Ki, rooms 1 and 3

Tuesday, January 3rd
- Deadline to RSVP for lunch on Thursday 01/05 and Friday 01/06.

Thursday, January 5th
- 9:00am - 12:00pm. Himdag presentation (Andrea Ramon)
- Lunch (PROVIDED)
- 1:00pm - 4:30pm. Adjunct Faculty Orientation Class preparation for full time faculty.

Friday, January 6th
- 9:00am - 12:00pm. Man in the Maze presentation (Teresa Newberry)
- 12:00pm - 1:00pm. Lunch (PROVIDED)
- 1:00pm - 4:30pm. Continue Adjunct Faculty Orientation. Class preparation for full time faculty.

Monday, January 9th
- 9:00am - 12:00pm. Program Review (Mario Montes-Helu)
- 12:00pm – 1:00pm. Lunch (POTLUCK - bring something to share)
- 1:00pm - 3:00pm. Distance Education (Mario Montes-Helu)
- 3:00pm - 5:00pm. Class preparation.

Tuesday, January 10th
- 9:00am - 12:00pm. Faculty Senate SWOT workshop (Adrian Quijada)
- 12:00pm - 1:00pm. Lunch on your own.
- 1:00pm - 4:30pm. Class Preparation.
Wednesday, January 11th

- 9:00am - 10:30am. Reading & Writing across the curriculum (Edison Cassadore)
- 10:30am - 12:00pm. Math across the curriculum (Jorge Guarin & Isaac Furlonge)
- 12:00pm - 1:00pm. Lunch (Salad POTLUCK-bring a salad to share)
- 1:00pm - 2:00pm. Accuplacer presentation.
- 2:00pm - 5:00pm. Faculty Senate Committee meetings.

Thursday, January 12th

- 9:00am - 12:00pm. Curriculum Review of AGEC requirements and areas of study (Teresa Newberry, Melanie Lenart, & Gaye Bumsted Perry)
- 12:00pm - 1:00pm. Lunch on own.
- 1:00pm - 2:30pm. Transfer of Credits (Mario Montes-Helu)
- 2:30pm - 4:30pm. Class preparation.

Friday, January 13th

- 9:00am - 12:00pm. All staff meeting (Admin. Services/President’s Office)
- 12:00pm - 1:00pm. Lunch break
- 1:00pm - 4:30pm. Faculty Senate meeting.
Appendix 8: Final Faculty Classroom Visitation Rubric

TOCC FACULTY CLASSROOM VISITATION

Faculty Member ________________
Visitation Team Administrative Member ____________
Visitation Team Peer Faculty Member ______________
Observation Date ____________________________
Course:__________________ Term:________________ Location:_______

OBSERVATION RUBRIC

Use the following rubric, along with the observation instrument on the back of this sheet to evaluate classroom performance.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Commendable Performance</th>
<th>Satisfactory Performance</th>
<th>Performance Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Strategies</td>
<td>Demonstrated teaching and learning strategies appear effective</td>
<td>Demonstrated teaching and learning strategies appear adequate</td>
<td>Demonstrated teaching and learning strategies need adjustments</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Creates a positive and supportive learning environment for students</td>
<td>Learning environment appears comfortable for students</td>
<td>Environment does not appear to be sufficiently conducive to learning</td>
</tr>
<tr>
<td>Student Involvement</td>
<td>A majority of students appear Actively engaged in learning</td>
<td>Many students actively engaged in learning</td>
<td>Few students actively engaged in learning</td>
</tr>
</tbody>
</table>

Note: Classroom Observation instruments for Alternative Learning courses will be modified by the parties, as appropriate, based on the above items.
# TOCC FACULTY CLASSROOM VISITATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OBSERVATION</th>
<th>OBSERVATION NOTES</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning Strategies</strong></td>
<td>O Teaching Methods&lt;br&gt;O Instructional Materials&lt;br&gt;O Clarity of Presentation&lt;br&gt;O Incorporation of Himdag in course content&lt;br&gt;O Incorporation of learning activities that support Native students learning styles &amp; needs.&lt;br&gt;O Techniques to encourage student’s engagement or re-engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Environment</strong></td>
<td>O Learning Climate&lt;br&gt;O Classroom Management&lt;br&gt;O Instructor Enthusiasm&lt;br&gt;O Demonstration of T:$o:$on (<a href="https://www.tocc.edu/core-values">https://www.tocc.edu/core-values</a>) in Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Involvement</strong></td>
<td>O Student Engagement&lt;br&gt;O Monitoring of Comprehension&lt;br&gt;O Instructional Interaction&lt;br&gt;O Demonstration of T:$o:$on (<a href="https://www.tocc.edu/core-values">https://www.tocc.edu/core-values</a>) in student involvement and faculty interactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Received by Faculty Member_________________________ Date________________

Page 2 of 2 2/12/2017 Appendix 8
Changes in Education Division Structure

MARIO MONTES-HELU, PHD
Why?

- Improve efficiency in academic programs
- Improve communication between faculty and administration
- Facilitate completion of schedule with less changes
- Improve assessment processes for accreditation
- Improve student success and retention
- Open channel of communication between program faculty and community stakeholders
Academic Areas

Professional Careers
- Information Technology
- Business
- Social Services

Arts and Education
- Liberal Arts
- Art
- Education
- Early Child Education

STEM and Health
- Life Sciences
- Math
- Health
Academic Area Chair (AAC)

- Designated faculty who works with program faculty
- AAC serves as the link between the programs and the Dean of Education
- The term of the AAC assignment is determined by the Academic Dean in consultation with faculty in the area
- An area is formed by several programs that may or may not have similar content
General Functions of the AAC

- Provides direction in instructional strategies, especially in the areas of:
  - Improving student success
  - Integration of the curriculum into the Himdag
- In consultation with faculty,
  - Coordinate the development of programs vision, mission, and learning outcomes
  - Determine rotation of course offerings to ensure curricula efficiency
In consultation with program faculty,
- Help in the selection and mentoring of part-time faculty
- Coordinate and help in the implementation of assessment efforts for both program and student learning assessment
- Collect data and write reports as needed by accreditation bodies
General Functions of the AAC cont.

- In consultation with program faculty,
  - Coordinate the implementation of student success efforts such as retention, recruitment and student internships
  - Promote student success and academic achievement
  - Propose to the Academic Dean the development of new programs
With the support of faculty,

- Ensure that each discipline is represented in Articulation Task Force meetings at the state level
- Promote current, relevant, and quality academic programs through interaction with the community and external groups/organizations
Studies In Indigenous Borderlands
Program Coordinator

- The SIBPC
- Provides leadership of the SIB program and concentrations across the disciplinary areas in the different departments
- Assist Academic Area Chairs (AACs) with scheduling course sequences, identifying instructors, and advising students about the program. Coordinate school and community outreach for recruitment purposes.
- Increase the capacity building submitting grant proposals to different agencies and foundations
- Responsible for developing and promoting collaborative networks with other colleges and universities
Tohono O’odham Studies Director

- Provide leadership in the work of making the Tohono O’odham Himdag a component of academic instruction across the curriculum at TOCC.

- Responsible for review, development, and implementation of Tohono O’odham Studies curriculum, including development of the Tohono O’odham Studies Associate degrees and certificates.
Carnegie Math Pathways 2017 TCU Fall Institute

Save the Date!
November 2-4, 2017
Minneapolis, MN

Location to be announced soon!

TCU Faculty and Administrators, we invite you to join us for the Carnegie Math Pathways Fall Institute!

The event will provide attendees a chance to:

- Engage with your institution team and across Tribal Colleges to consider how the Carnegie Math Pathways can best serve your students.

- Access tools and resources to support the launch of Statway and Quantway at your campus.

- Participate in new faculty training to prepare for instruction in the spring of 2018.

TCUs will be supported to send teams of up to 5 members from each college.

Please help us spread the word, and we look forward to seeing you in November!

Stay tuned for more information in the coming weeks.
### GENERAL PROCEDURE:
(Carefully assess the faculty’s performance during the review period and complete this form.) The first step in the evaluation process is for the supervisor to establish performance outcomes for faculty. The supervisor will then schedule a planning session to discuss and provide a copy of the expected Performance Outcomes to the faculty. Further, the supervisor will schedule a minimum of one review and feedback session during the evaluation year. Finally, the supervisor will discuss the rating with the faculty, emphasizing the faculty’s work performance, accomplishments, and goals in relation to the performance standards of the position.

### PERFORMANCE OUTCOMES:
(In order of importance)

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>LEVEL</th>
<th>SUPPORTING EVIDENCE AND COMMENTS (Include Timelines)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST</strong></td>
<td></td>
<td>Attach: T-So:son form</td>
</tr>
<tr>
<td>Demonstrates the following:</td>
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<td>T-So:son</td>
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<tr>
<td>T-Wohocudag – Our Beliefs</td>
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<tr>
<td>T-Apedag – Our Well-Being</td>
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</tr>
<tr>
<td>T-Pi:k Elida – Our Deepest Respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-We:mta – Working Together</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SECOND</strong></td>
<td></td>
<td>Attach: Course evaluations, faculty review and comments, administrative review and comments</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses and Results (Faculty Review) (Administrative Review)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THIRD</strong></td>
<td></td>
<td>Attach: Portfolio:</td>
</tr>
<tr>
<td>Portfolio:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Syllabi for each class taught, fall and spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sample tests and assignments, 1 set per semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Listing of professional development activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Evidence of completion of T.O. history and language requirement or waiver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Community involvement</td>
<td></td>
<td></td>
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<tr>
<td>6. Service to College</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH</strong></td>
<td></td>
<td>Attach: Completed or proposed contract work plan, number of students advised, number of students mentored</td>
</tr>
<tr>
<td>Contract:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Upon acceptance of a new yearly contract with the college, each instructor is to develop a Work Plan for the next contract year.</td>
<td></td>
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</tr>
<tr>
<td>2. The Work Plan will be developed in conjunction with the Vice President of Education, Academic Dean.</td>
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</tr>
<tr>
<td>Teaching:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Teach all courses each semester as assigned by the Curriculum Specialist/Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Submit grades and syllabi timely, upon request.</td>
<td></td>
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</tr>
<tr>
<td>C. Be punctual and prepared for all classes. Allowing students to be released early from class should be the exception not the rule.</td>
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<tr>
<td>D. Arrange coverage of instruction for each course you are teaching, if unable to teach a class during any given semester.</td>
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<tr>
<td>E. Provide an emergency coverage plan</td>
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<td></td>
</tr>
</tbody>
</table>
F. Attend and participate in all scheduled faculty trainings
G. Mentoring and advising students within your program
H. Service to Community – e.g. Working with community leaders to develop solutions to community problems
I. Service to College e.g. Student Organization advisor

FIFTH Committee Participation
1. Each faculty member is expected to attend and participate in Faculty Senate meetings and be actively involved in college/faculty issues.
2. Each faculty member is to join, attend and participate in at least one of the following Faculty Senate committees:
   • Assessment Development Committee
   • Curriculum Committee
3. Each instructor may volunteer to participate on other college committees. Volunteer work will reflect positively on faculty evaluation.

Attach: Narrative results of participation in Faculty Senate meetings and committees

SIXTH Peer Observation
• Each faculty member will conduct one (2) peer observation during each school year.
• Each faculty member will be observed by a peer one (2) time during the school year.

Academic Dean will arrange the scheduling the peer observations. Academic Dean will review observation results

Attach: Results and timelines

(THE FOLLOWING SECTION IS TO BE COMPLETED BEFORE THE FINAL REVIEW)

AREAS IN WHICH IMPROVEMENT WOULD INCREASE FACULTY MEMBER’S EFFECTIVENESS

AREAS OF OUTSTANDING PERFORMANCE AND SPECIAL ACCOMPLISHMENT

HAVE THE WORK OBJECTIVES FOR THIS RATING PERIOD BEEN ACHIEVED? GIVE EXAMPLES

SELF ASSESSMENT GROWTH AND DEVELOPMENT OBJECTIVES

RESULTING GOALS AND OBJECTIVES (INCLUDE TIMELINES)
**PERFORMANCE APPRAISAL FORM**

**FINAL SUMMARY:** (If overall evaluation is “Needs Improvement” or is “Unacceptable”, consult the Human Resources Department before conducting the performance interview.)

<table>
<thead>
<tr>
<th>OVERALL PERFORMANCE EVALUATION</th>
<th>SIGNATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Level 4 Outstanding-Performance consistently exceeds job.</td>
<td></td>
</tr>
<tr>
<td>□ Level 3 Successful-Performance fully meets job requirements.</td>
<td></td>
</tr>
<tr>
<td>□ Level 2 Needs Improvement-Performance meets some, but not all, job requirements. (Complete Action Plan Below)</td>
<td></td>
</tr>
<tr>
<td>□ Level 1 Unacceptable-Performance is below job requirements. (Complete Action Plan below.)</td>
<td></td>
</tr>
</tbody>
</table>

**ACTION PLAN FOR IMPROVEMENT:** (Complete this section, if the overall rating was a Level 1 or 2.)

<table>
<thead>
<tr>
<th>PERFORMANCE REVIEW CONFERENCES</th>
<th>SUPERVISOR/DATE</th>
<th>FACULTY/DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANNING SESSION:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVIEW AND FEEDBACK SESSION(S):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL SUMMARY EVALUATION:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUPERVISOR’S COMMENTS:**

**FACULTY’S COMMENTS:**

**APPROVALS:**

<table>
<thead>
<tr>
<th>SUPERVISOR MAKING APPRAISAL:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEXT HIGHER SUPERVISOR:</td>
<td>DATE:</td>
</tr>
<tr>
<td>HUMAN RESOURCE REPRESENTATIVE:</td>
<td>DATE:</td>
</tr>
</tbody>
</table>

**DISTRIBUTION OF FINAL EVALUATION**

<table>
<thead>
<tr>
<th>ORIGINAL:</th>
<th>COPY:</th>
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</thead>
<tbody>
<tr>
<td>HUMAN RESOURCES DEPARTMENT</td>
<td>SUPERVISOR, FACULTY</td>
</tr>
</tbody>
</table>
Appendix 12: MMH Faculty Evaluation Form Updated 11.30.2017

TOHONO O'ODHAM COMMUNITY COLLEGE
FACULTY PERFORMANCE EVALUATION FORM
ANNUAL CY XXXX

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>DEPARTMENT</th>
<th>TODAY’S DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE OF REVIEW</th>
<th>REVIEW PERIOD COVERED</th>
<th>DEPARTMENT</th>
<th>TODAY’S DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary</td>
<td>3 months; 6 months;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probationary</td>
<td>Annual;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mid-year review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOB TITLE</td>
<td>DATE OF HIRE</td>
<td>SUPERVISOR</td>
<td></td>
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</tr>
</tbody>
</table>

GENERAL PROCEDURE:
Use the categories of this form as the subheadings to create a professional portfolio that will be submitted in January of each year. This form will also be used by the Academic Dean to provide the evaluation results. The portfolio must include the following sections:
1. Self-Reflection of activities performed the previous academic year. This is the section where faculty can “make their case” for their evaluation.
2. Subheadings in this form (Culture, Teaching Effectiveness, Advising, Service to the College, Service to the Community, and Professional Development) that include evidence from each category.
3. Work plan from previous academic year.

GENERAL EXPECTATIONS OF FACULTY PERFORMANCE
This evaluation is based on the following faculty performance expectations:
- Teach 15 cr. hr. course load per semester as assigned by the Academic Dean and VP of Education
- Submit syllabi at the beginning of the semester and grades at the end of the semester in a timely fashion
- Be punctual and prepared for all classes.
- Teach the entire period to meet the required Carnegie units
- In case of an absence, arrange coverage of instruction of each course scheduled for the day of the absence, including a coverage plan for content of missed classes.
- In case of an absence, notify students, Academic Dean, and VP of Education via email.
- Attend and participate in all scheduled faculty trainings, meetings, and required events of the College.

PERFORMANCE OUTCOMES:

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>LEVEL OF PERFORMANCE WITH SUPPORTING EVIDENCE</th>
<th>ACADEMIC DEAN COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4 - Outstanding - Performance consistently exceeds job.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 3 – Successful - Performance fully meets job requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 2 - Needs Improvement – Performance meets some, but not all, job requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 1 – Unacceptable - Performance is below job requirements.</td>
<td></td>
</tr>
</tbody>
</table>

CATEGORIES

<table>
<thead>
<tr>
<th>CULTURE</th>
<th>LEVEL</th>
<th>ACADEMIC DEAN COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Demonstrates the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o T-Soson</td>
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<td></td>
</tr>
<tr>
<td>o T-Wohocudadag – Our Beliefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o T-Apedag – Our Well-Being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o T-Pick Elida – Our Deepest Respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o I-Wemta – Working Together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Evidence of completion of T.O. history and language requirement or waiver</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEACHING EFFECTIVENESS

| ✓ Course syllabi (Required) |
| ✓ Student course evaluation (Required) |
| ✓ Data submission of student learning assessment (Required) |
### TOCC – Interim Monitoring Report – Faculty Evaluation - Appendices

| Follows the student learning outcomes & assessment (Required) |
| Grade distribution table of courses taught (Required) |
| Demonstrated quality improvement in teaching strategies |
| Incorporating new technologies (where applicable) and new approaches to learning |
| Implementation of innovative teaching techniques |
| Curriculum development |

### ADVISING
- Advising students (Required)
- Mentoring or tutoring students (Required)
- Advising evening students
- Special review sessions for students
- Assisting students in selection of courses and career options (Required)
- Keeping an “open door” policy towards students

### SERVICE ACTIVITIES
**Service to the College:**
- Participating in institutional governance including Faculty Senate Committees (Required)
- Participation in other College committees as needed (Required)
  - Each faculty member is expected to attend and participate in Faculty Senate meetings and be actively involved in college/faculty issues (Required)
  - Each faculty member is to join, attend and participate in at least one of the following Faculty Senate committees (Required):
    - Assessment Development Committee
    - Curriculum Committee
- Advisor to student organizations
- College service at the local, regional or state level

**Public and Community Service:**
- Serving on boards or advisory councils at the local, state, national and international level
- Participating in outreach activities (i.e., giving lectures or presentation to local groups in the community) (Required)
- Working with community leaders to develop solutions to community problems
- Working with the local community as a volunteer
- Involvement in activities that increase the desire of non-college students to attend college

### PROFESSIONAL DEVELOPMENT
(At least two activities required)
- Presentation at conferences, professional agencies or institutions
- Edited books
- Publications
- Peer-reviewed journal articles
- Reviewed articles or other publications
- Attendance to conferences
- Presentations at conferences (local, regional, state, national, or international)
- Presentation of creative work
- Grants awarded
- Local, regional or national honors
| Developed Research  |  |
|---------------------|  |
| Be an active member of a local, state, regional or national professional association |  |
| Serving on editorial boards |  |
| Participating in curriculum development in your discipline at the local, regional or state level |  |
| Reviewing grant proposals |  |
| Demonstrated command of subject matter |  |

**PEER OBSERVATION (Required)**

| Effective Teaching |  |
| Good rapport with students |  |
| Effective use of technology |  |
| Active/student-centered learning |  |
| Himdag subject matter connection |  |

**AREAS IN WHICH IMPROVEMENT WOULD INCREASE FACULTY MEMBER’S EFFECTIVENESS**

**AREAS OF OUTSTANDING PERFORMANCE AND SPECIAL ACCOMPLISHMENT**

**HAVE THE WORK OBJECTIVES FOR THIS RATING PERIOD BEEN ACHIEVED? GIVE EXAMPLES**

**IMPROVEMENT WORK PLAN (IF NEEDED) TO BE COMPLETED BY ACADEMIC DEAN AND FACULTY**

**EVALUATION SUMMARY**

**OVERALL PERFORMANCE EVALUATION:**

- Level 4  Outstanding-Performance consistently exceeds job.
- Level 3  Successful-Performance fully meets job requirements.
- Level 2  Needs Improvement-Performance meets some, but not all, job requirements.
- Level 1  Unacceptable-Performance is below job requirements.

**PERFORMANCE REVIEW CONFERENCES**

<table>
<thead>
<tr>
<th>PERFORMANCE REVIEW CONFERENCES</th>
<th>ACADEMIC DEAN/DATE</th>
<th>FACULTY/DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK PLANNING SESSION:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVIEW AND FEEDBACK SESSION(S):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL SUMMARY EVALUATION:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SIGNATURES**

**REVIEW AND FEEDBACK SESSION(S) COMMENTS:**

Appendix 12
APPROVALS:

SUPERVISOR MAKING EVALUATION _______________________________ DATE: ____________

NEXT HIGHER SUPERVISOR: _______________________________ DATE: ____________

HUMAN RESOURCE REPRESENTATIVE: _______________________________ DATE: ____________

DISTRIBUTION OF FINAL EVALUATION

ORIGINAL: HUMAN RESOURCES DEPARTMENT

COPY: ACADEMIC DEAN, FACULTY
DEFINITION OF TERMS

Faculty Evaluation. The annual review of faculty activities compiled into a professional portfolio. The faculty evaluation is comprised of (a) portfolio, (b) Academic Dean Evaluation, (c) Peer Evaluation, (d) Student Course Evaluations, and (e) Work Plan from previous calendar year. The result of each category’s evaluation is reported using the four levels of performance.

Portfolio. The collection of evidence in the form of artifacts that represent the activities performed by faculty during the previous calendar year.

Culture. This section requires that the faculty demonstrates how T-So:son (the Core Values) are integrated in the different facets of academic life, including teaching, interactions with faculty, staff, and students, etc.

Teaching Effectiveness. This section has activities that are required in the faculty evaluation portfolio. Faculty are invited to add more activities that enhance teaching effectiveness.

Advising. This section has activities that are required of faculty and which need to be included in the portfolio. The purpose of this category is to facilitate and increase the contact and communication between faculty and students in order to lead students to successfully complete their academic goals.

Service Activities. This category has two distinct sections: service to the college and service to the community. Service to the college has two required activities. Service to the community has one required activity. Faculty are always invited to add to their service activities especially at the community level.

Professional Development. For this category, faculty are required to select and report on at least two activities. The purpose of this category is to demonstrate professional involvement in current issues within the disciplines.

Peer Evaluation. This section is completed by the Academic Dean and a peer faculty. The purpose of this activity is to observe faculty teaching to give constructive feedback that may lead to the improvement of student learning. A separate form to perform classroom visitations is provided.

Areas in which improvement would increase faculty member’s effectiveness. This section is completed by the Academic Dean to give constructive feedback in areas that need to be enhanced.

Areas of outstanding performance and special accomplishment. This section is completed by the Academic Dean to praise faculty for outstanding faculty accomplishments. Comments on this section may be drawn from all categories in the portfolio.

Have the work objectives for this rating period been achieved? This section is completed by the Academic Dean using the previous calendar year’s work plan developed by the faculty. The Academic Dean provides feedback whether the goals established in the work plan have been accomplished.

Improvement work plan (if needed) to be completed by Academic Dean and faculty. This section is completed during a session between the Academic Dean and the faculty in the case the faculty is not entirely meeting faculty expectations. The improvement work plan is created for the following calendar year when it will be re-evaluated and revisited by both parties. This evaluation may happen at the same time as the annual evaluation or it may happen as a separate evaluation.

Evaluation Summary. This page represents the overall results of each part of the faculty evaluation. To complete this section, the Academic Dean and faculty meet to discuss the results and to approve them. Both parties need to sign the form which is then forwarded to the VP of Education and Human Resources Department for filing. In case any clarification needs to be stated, the Evaluation Summary Comments part may be completed by both parties.
Appendix 13: Spring 2018 Faculty Enrichment Day

**Faculty Training and New Adjunct Orientation**

**January 9th, 2017**

<table>
<thead>
<tr>
<th>A.M.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td><strong>ALL FACULTY ORIENTATION &amp; TRAINING</strong> <em>(GSK rooms 2 and 4)</em></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Welcome &amp; Introductions</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>Advising training</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Introduction to Canvas and Jenzabar (Log-In, Attendance &amp;</td>
</tr>
<tr>
<td></td>
<td>Syllabus Upload). Please bring your laptop if possible.</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Indigenous Education and the Man in the</td>
</tr>
<tr>
<td></td>
<td>Maze Model</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Lunch provided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P.M.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-4:00</td>
<td>**Workshop on Adult Learning &amp; Applying the Man in the Maze</td>
</tr>
<tr>
<td></td>
<td>Model (Full-time Faculty) <em>(GSK room 4)</em></td>
</tr>
<tr>
<td>1:00-4:00</td>
<td><strong>Adjunct Faculty Orientation</strong> <em>(GSK room 2)</em></td>
</tr>
</tbody>
</table>
Appendix 14: T-Ba’itk Faculty Senate Agenda 01.12.2018

T-Ba’itk: Faculty Senate Agenda

January 12, 2018
Place and Time: GSK5 2:00-3:30pm

I. Blessing

II. Call to order

III. Announcements

IV. Committees
  • Assessment report
  • Curriculum report

V. Core business
  • Faculty Senate Executive Plan 2018

VI. Old Business
  • HLC report (update). Mario Montes-Helu

VII. New Business
  • Student Expectations, Attendance, Student Contract
  • Faculty Review Forms, Lead-Faculty Status and Multi-Year Contracts
  • Academic Area Chair Assignments, Faculty Executive Officers, Committee Chairs
  • College wide Earth Week, April 2018 (Earth Day April 22)

VIII. Other concerns?

IX. Items for Next Meeting and Closing
Appendix 15: Electronic Faculty Evaluation Portfolio

This screenshot shows that Academic Dean Mario Montes-Helu has shared the Google Drive electronic portfolio with faculty member Timothy Foster.

The six folders correspond to the six subheadings on the Faculty Evaluation Form. Faculty will load relevant documents into each folder. For example, syllabi will be loaded into Folder 2 Teaching Effectiveness.