

Article 17

Evaluation and Tenure

17.1 Definitions

- 17.1.1 For the purpose of this Article, "contract instructor" means a bargaining unit member who is employed on the basis of a contract in accordance with the provisions of Education Code Section 87605, 87608(b), or 87608.5(b). A "contract instructor" is commonly referred to as "probationary faculty" at Cabrillo College.
- 17.1.2 "Regular instructor" means a tenured bargaining unit member who is employed in accordance with the provisions of Education Code Section 87608(c), 87608.5(c), or 87609(a).
- 17.1.3 "Temporary instructor" means a bargaining unit member who is employed for no more than sixty seven (67) percent of the hours per week considered a fulltime assignment for regular employees having comparable duties [Education Code Section 87482.5(a)]. A "temporary instructor" is commonly referred to as "associate faculty" at Cabrillo College.
- 17.1.4 "Temporary contract instructor" means a bargaining unit member employed in accordance with Education Code section(s) 87470, 87478, 87480, 87481, and/or 87482, as applicable.
- 17.1.5 "Appropriate administrator" means the immediate administrative supervisor of the unit member, or administrative designee as appointed by the immediate supervisor.
- 17.1.6 "Evaluatee" means the person being evaluated.
- 17.1.7 In the event that part or all of a faculty member's work takes place in a distance education format, "worksite" may be defined as a mediated or online learning environment.
- 17.1.8 A day is defined as any day when the college is open for business, excluding Saturdays.

17.2 Purpose

In support of the Cabrillo College's commitment to excellence in education, the District and faculty view the evaluation process as an integral component to the continuous improvement of its instructional and student services programs and services. The primary purpose of the evaluation of academic personnel is the continued improvement of instruction at Cabrillo College. The District is a collaborative and inclusive organization that strives for equity and equal opportunity, and all of those involved with the evaluation process are responsible for helping ensure that we continually improve the educational experience and outcomes of the District's diverse student population..

Students can expect to work with faculty who are committed to continuous improvement and are supported in their efforts to grow professionally. Through the evaluation process, bargaining members receive constructive feedback highlighting both their areas of success and opportunities for improvement. Faculty are at the heart of the student experience. It is through their ideas and collegial engagement that instructional and support programs are developed, delivered, and continuously enhanced. Excellence at Cabrillo College is therefore dependent upon the quality of the faculty and upon their continued improvement.

The evaluation process shall promote professionalism, enhance performance, and be closely linked with professional growth efforts (Statement on Professional Ethics, Appendix J.1).

17.3 Evaluation Criteria

17.3.1 Professional Growth and Development

The faculty member shall demonstrate continued professional growth including:

- a) evidence of working toward previously set job-related goals, as specified in the previous evaluation, if applicable;
- b) participation in professional activities that enhance teaching or job performance, such as attendance at workshops, seminars, and professional meetings; course work; publications, conference presentations, and artistic exhibits/performances; reading and research in the faculty member's field; community involvement specific to the faculty member's academic area; and other appropriate activities; and
- c) evidence of current job-related goals and plans for achieving those goals.

17.3.2 Performance with Students

The faculty member shall demonstrate effective performance in classroom teaching or in carrying out other primary responsibilities and assignments, including:

- a) clear and engaging communication with students;
- b) effective classroom or worksite organization and management;
- c) use of methods, materials, and technology that are challenging for students, responsive to their needs, and appropriate to the subject matter or work task;
- d) provision of course materials that are clear, appropriate, and consistent with approved course curricula, including syllabi, grading criteria, classroom policies, student learning outcomes (SLOs); and relevant texts or other written materials and/or provision of clear and appropriate materials for students that are consistent with the job duties;
- e) use of appropriate methods to assess student progress;
- f) patience, fairness, and promptness in the evaluation and discussion of student work;
- g) respect for and responsiveness to the needs of a diverse student population;
- h) openness to the right of students to voice opinions and concerns appropriate to the class/worksite, and respect for students' rights as outlined in the Student Rights and Responsibilities Handbook;
- i) maintenance of confidentiality;
- j) maintenance of regular office hours at appropriate times;
- k) meeting of course/work site objectives;
- l) coordination with other faculty regarding curriculum sequencing and/or provision of student services;
- m) maintenance of currency and depth of knowledge of the field appropriate to the assignment; and
- n) maintenance of currency and depth of knowledge of pedagogy relevant to the assignment.

In addition to the above, for all distance education courses, whether hybrid, fully online, synchronous, or asynchronous, the instructor shall demonstrate:

- o) initiation of regular interaction with students to determine that they are accessing and comprehending course materials;

- p) availability for at least the same number of instructor contact hours per week that would be available for face-to-face students; and
- q) provision to the students of clear guidelines for instructor-initiated contact and instructor feedback; and
- r) use of appropriate and varied resources to initiate and maintain contact with students, such as: discussion boards, email, announcements in the learning management system, timely feedback for student work, instructor-prepared online lectures, and instructor-prepared introductions to publisher-created materials.
- s) regular review of course success data disaggregated by ethnicity and implementation of proactive strategies to improve teaching and learning processes for any group represented in this data that shows consistently lower success rates.

17.3.3 Performance of Professional Responsibilities

The faculty member shall demonstrate effective performance of professional responsibilities, including:

- a) completion and submission of required paperwork, such as grade and census reports, flex forms, and SLO class assessments, in a timely manner; and
- b) for contract, temporary contract, and regular faculty, participation in college activities and governance, including:
 - i) department and division activities, such as participation in department and division meetings; work on curriculum development; participation in search committees and evaluations within your department; participation in program assessment and planning, including departmental discussions of SLO assessment results and implementation of agreed upon changes; or other appropriate activities; and
 - ii) college governance and activities, such as participation in division meetings, service on college wide committees, participation on search and selection committees and evaluation teams outside of the faculty member's department, mentoring other faculty, mentoring students, advising student clubs, attending graduation, or other appropriate activities. First-year contract faculty should investigate what they would be interested in doing to participate in college activities and governance.

17.3.4 Professional Conduct

The faculty member shall adhere to the standards outlined in Appendix J.1, Statement on Professional Ethics, and demonstrate effective performance in working with colleagues and the teaching profession, including:

- a) clear and effective communication in matters related to the college;
- b) acknowledgement and support of colleagues' free inquiry in the exchange of critique and ideas, and respect for their colleagues' right to express a variety of opinions;
- c) acting in accordance with the ethics of their profession; and
- d) support of colleagues' performance of duties.

17.3.5 Department Chairs/Academic Specialist Directors

The faculty member shall:

- a) perform assigned duties and responsibilities as described in the job description (Appendix D.1) and as agreed upon with the appropriate administrator;
- b) perform appropriate recordkeeping, correspondence, coordination, and reporting;

- c) demonstrate fairness, collaboration and responsiveness to department faculty and department needs; and
- d) comply with college policies and procedures.

17.3.6 Special Assignments or Reassigned Duties

The faculty member shall:

- a) perform assigned duties and responsibilities; and
- b) perform appropriate record keeping, correspondence, coordination, and reporting.

17.4 Evaluation Procedures

The evaluation process, including self-evaluation, classroom/worksite observation, student evaluations, and administrative evaluation shall culminate with a final written evaluation signed by the appropriate administrator. The appropriate administrator may change the deadlines for completing evaluation tasks for faculty with short term assignments. Evaluations shall be conducted in confidence and according to the Tenure Committee Code of Conduct (Appendix J.2).

17.4.1 Evaluation Procedures Chart

Faculty Type	Frequency	Peer Observations	Administrator
Contract (Tenure Track):	Semesters 1, 2, 4, 6, plus semester 7 with tenure recommendation	<i>Semesters 1, 2, and 7:</i> one selected by evaluatee, one selected by administrator from a list submitted by evaluatee <i>Semesters 4 and 6:</i> One selected by evaluatee	Yes
Regular (Tenured)	Every three years	One selected by evaluatee Evaluatee or administrator may request a second observer, selected by administrator from a list submitted by evaluatee	Administrator r observation
Temp Contract	<i>one semester contract:</i> 1 st semester <i>one year contract:</i> 2 nd semester *see additional provisions below at 17.4.1.1 and 17.4.1.2	One selected by administrator from a list submitted by evaluatee Evaluatee may choose a second observer	<i>New employee:</i> <i>Previously eval</i> Administrator r observation
Categorically Funded (non-tenure track)	1 st and 3 rd semesters, then Every three years	One selected by administrator from a list submitted by evaluatee Evaluatee may choose a second observer	First semester: Subsequent eva choose to do an
Associate	1 st and 3 rd semesters, plus 7 th semester with reemployment preference recommendation, then every six semesters	One selected by administrator Evaluatee or administrator may request an additional observer, selected by evaluatee	Yes—or admin member to hea with relevant di possible
Department Chair (DC) (using appendix J.14)	2 nd semester as department chair, then combined with the person’s regular evaluations		
Academic Specialist Director (ASD) (using appendix J.14)	<i>If hired as ASD:</i> on contract and regular faculty schedule <i>If selected from faculty:</i> 2nd semester, then combined with the person’s regular evaluations Additional evaluation as ASD in 4 th , 6 th , and/or 8 th semester if requested by either the Administrator or ASD		

- 17.4.1.1 If a contract tenure-track faculty member had a year long temporary contract immediately preceding the tenure-track position appointment, then that faculty member should have already been evaluated once in their second semester of the temporary contract. Their official date-of-hire will be the start of the temporary contract. The first semester of their tenure-track position will be semester 3, and they will be evaluated in semesters 3, 4, 6, and 7 for a total of 5 evaluations over the four years. Education Code section 87478.
- 17.4.1.2 If a contract tenure-track faculty member had a one-semester temporary contract in either of the fall or spring semesters immediately preceding the tenure-track position appointment, then that faculty member should have already been evaluated once during that semester of the temporary contract. Their official date-of-hire will be the start of the tenure-track position. The first semester of their tenure-track position will be semester 1, and they will be evaluated in semesters 2, 4, 6, and 7 for a total of 5 evaluations over the four years, plus the one semester temporary contract evaluation.

17.4.2 Summary of Evaluation Deadlines		
Responsible Party	Task	Deadline*
Appropriate administrator	Give Notice of Evaluation (Appendix J.3 or J.16) to faculty who will be evaluated in a semester	End of 3 rd week of the semester
Evaluatee	Complete and return Notice of Evaluation, with team member choices if needed	End of 4 th week of the semester
Appropriate administrator	Constitute evaluation team and notify evaluatee, or notify evaluatee that their team choices are unable to serve	End of 5 th week of the semester
Evaluatee	Submit additional team member choices if original choices are unable to serve	6 days after notification that choices are unable to serve
Team leader Evaluatee	<i>First time evaluatees:</i> Contact evaluatee to discuss evaluation procedures <i>All other evaluatees:</i> If desired, request a meeting with team chair or team to discuss evaluation procedures	6 days after notification of team composition
Evaluatee	Complete Self-Evaluation (Appendix J.5)	End of 7 th week of semester
Each team member	Provide notice of class/worksite observation	One week prior to observation
Evaluatee	Submit class/worksite materials to observer	3 days prior to observation
Each team member	Meet with evaluatee to discuss observation, then send signed Peer Observation and Evaluation of Faculty (Appendix J.7) to administrator	10 days after observation
Each team member	Submit written response to draft of Administrator's Final Evaluation (Appendix J.15) if the team member disagrees	6 days after receiving the draft
Appropriate administrator	Administrator's Final Evaluation (Appendix J.15) and meet with evaluatee	<i>Associate faculty:</i> Before end of semester <i>All other faculty:</i> At least 6 days before end of semester
Evaluatee	If desired, submit written response to evaluation	<i>Associate faculty:</i> Within 20 days of receipt of evaluation <i>Other faculty:</i> Within 6 days of receipt of evaluation
*A day is defined as any day when the college is open for business, excluding Saturdays. Deadlines can be altered by the appropriate administrator for faculty with short-term contracts		

- 17.4.3 Evaluations shall be scheduled according to the frequencies listed in 17.4.1 Evaluations Procedures Chart. All evaluations will include:
- a) A self-evaluation (Appendix J.5)
 - b) Student evaluations (Appendix J.6, except Appendix J.9 for librarians, Appendix J.10 for online instructors, Appendix J.12 and Appendix J.13 for

- Children's Center teachers, and Appendix J.8 for academic specialists/counselors)
- c) One or more classroom/worksite observations (Appendix J.7, except Appendix J.11 for Children's Center Teachers).
 - d) A final evaluation and recommendations from the appropriate administrator (Appendix J.15)
- 17.4.4 Faculty who are to be evaluated in a semester will be given a Notification of Evaluation form (Appendix J.3) by the end of the third (3rd) week of that semester. The evaluatee shall complete the form by the end of the fourth (4th) week of the semester, including, if needed, their choice(s) for the evaluation team.
- 17.4.5 Evaluation Team
The evaluation team shall be constituted and the evaluatee shall be notified of the team composition by the end of the fifth (5th) week of the semester. Should the choices of the evaluatee for the team, and/or all of their candidates be unable to serve, the appropriate administrator shall notify the evaluatee and they shall submit within six (6) days the names of other candidates. If none of these candidates is able to serve, the appropriate administrator shall appoint the team. The appropriate administrator shall form a new team as outlined above in a timely way, and notify the evaluatee.
- 17.4.5.1 Teams shall be constituted as listed in 17.4.1 Evaluations Procedures Chart.
 - 17.4.5.2 Whenever possible, the team shall include at least one (1) team member within the discipline or field of the evaluatee.
 - 17.4.5.3 If the evaluatee teaches a distance education class, whenever possible, the team shall include at least one (1) team member with experience teaching distance education courses.
 - 17.4.5.4 If this is the faculty member's first evaluation, the evaluation team chair shall discuss any of the evaluatee's concerns and questions with the evaluatee and go over the purpose, criteria, procedures, timelines, and forms for the evaluation. A faculty member who has been evaluated previously may request a meeting with the team chair and/or the team to clarify the evaluation process and discuss their concern and questions within six (6) days of being notified of the team composition.
 - 17.4.5.5 If there were improvements suggested in the previous evaluation, or if the evaluatee or the administrator request it, the appropriate administrator shall provide copies (on paper or electronically) of the previous evaluation to the team members.
- 17.4.6 The evaluatee shall submit a completed self-evaluation form (Appendix J.5) to the appropriate administrator by the 7th week of the semester. The evaluatee may choose to share one or more parts of the self-evaluation with team members doing classroom/worksite observations if they wish to receive feedback on specific criteria.
- 17.4.7 Classroom/Worksite Observation

- 17.4.7.1 The class or worksite observations shall occur after at least one (1) week's prior notice to the evaluatee. Each evaluator shall make at least one (1) class or worksite observation and complete the Peer Observation and Evaluation of Faculty (Appendix J.7). Class/worksite may include a mediated learning environment. The criteria in section 17.3.2 shall be considered in writing the observation. Evaluators should observe different class sections or courses, when possible.
 - 17.4.7.2 In the case of academic specialists, worksite observations shall occur in classes, in group sessions, or activities relevant to the assignment. Counselors may be evaluated in academic counseling sessions.
 - 17.4.7.3 At least three (3) days prior to a classroom observation, the evaluatee shall submit materials related to the observation to the team member(s) observing the class. Materials should include a course schedule, syllabus, assessment materials, assignments, an example of student handouts, and any other material the evaluatee chooses to include. This does not apply to counselors and other academic specialists. The material can be submitted electronically or by hard copy.
 - 17.4.7.4 Within two (2) weeks after the worksite or class observation, each evaluator will review and discuss the completed observation form with the evaluatee. The evaluatee shall sign the observation form to show the discussion occurred. The signature shall not be used as evidence that the evaluatee agrees with the evaluator's conclusions. After this occurs, the evaluator shall forward the completed observation form to the appropriate administrator for use in the final evaluation.
- 17.4.8 Student Evaluations
- 17.4.8.1 At a time agreed to by the evaluatee and the administrator, student evaluation forms shall be distributed and collected by the evaluator(s) or designee. If the evaluatee teaches more than one class, student evaluations shall be collected in at least two (2) of the evaluatee's classes. In order to maintain student confidentiality, the student evaluation documents will not be provided to the instructor until after the submission of grades for that semester.
 - 17.4.8.2 Academic staff not assigned to classroom teaching shall distribute the appropriate forms to their students over the two (2) week period of evaluation. The appropriate administrator shall be responsible for the collection of the forms. The collected forms shall be submitted to the evaluation team by the administrator.
 - 17.4.8.3 Each evaluator or designee may review student evaluations of the class observed before forwarding them to the appropriate administrator. Student confidentiality must be maintained by each evaluator, but the substance of student evaluations may be included in the content of the Peer Observation and Evaluation of Faculty (Appendix J.7).
- 17.4.9 Final Written Evaluation

- 17.4.9.1 The administrator is responsible for preparing a draft evaluation using the criteria in 17.3. The draft evaluation shall reflect the information gathered throughout the process, including classroom/worksite observations, student evaluations, materials listed in 17.4.7.3, and the administrator's assessment of the evaluatee's performance. Documented/investigated complaints, concerns, or recommendations that have been previously shared with the employee in a timely manner, and are deemed by the administrator to have merit, may be included in the draft evaluation. Additional information from the evaluatee may be requested.
- 17.4.9.2 If in the judgment of the team, the work of the evaluatee is less than satisfactory, the team may recommend to the appropriate administrator:
- (1) reevaluation the following semester, with or without a remediation plan,
 - (2) an administrative evaluation, or
 - (3) other action the team considers appropriate.
- 17.4.9.3 Upon receiving direction from the evaluation team, the administrator shall modify the draft as necessary to create a final written evaluation. The team members shall review and sign off on the final evaluation. If a team member does not agree with the final written evaluation, within six (6) days, the team member may submit a written response to the evaluation, which shall be attached to it. This team member's written response shall not be reviewed by other faculty team members but shall be reviewed by the evaluatee and the appropriate administrator.
- 17.4.9.4 The appropriate administrator shall then meet with the evaluatee to discuss all matters pertinent to their evaluation. For all faculty except associate faculty, the meeting will occur at least six (6) days before the end of the semester. For associate faculty, the meeting will occur before the end of the semester. The evaluatee may bring any relevant materials they chooses. At the option of the evaluatee or any member of the team, the entire team may be convened to discuss the final evaluation.
- 17.4.9.5 For all faculty except associate faculty, the evaluatee may submit a written response to the evaluation within six (6) days of receipt of the final evaluation. For associate faculty, the evaluatee may submit a written response to the evaluation within twenty (20) days of receipt of the final evaluation. The response shall be attached to the evaluation.
- 17.4.9.6 In the event the evaluatee questions the content of the summary of the student evaluations contained in the final evaluation, an impartial committee consisting of an administrator selected by the appropriate administrator and a faculty member selected by the evaluatee may review the student evaluations and provide a separate summary of them which will become part of the evaluation records. The confidentiality of the process shall be maintained at all times.

17.4.10 Recommendations Based on the Final Evaluation

If in the judgment of the appropriate administrator, the work of the faculty member is less than satisfactory, the administrator shall recommend to the appropriate Vice President, or designee either

- (1) re-evaluation the following semester at the division level, with or without a remediation plan,
- (2) an administrative evaluation, or
- (3) other necessary action, including non-reemployment. Non-reemployment must follow California Education Code Sections 87732 and 87734 where applicable.

The appropriate Vice President shall review information gathered in the evaluation process and recommend to the Superintendent/President employment or non-reemployment of the evaluatee.

The final written evaluation and attachments shall be placed in the instructor's personnel file. Copies of all materials shall be returned to the instructor. The Superintendent/President shall make a final recommendation to the Governing Board. In the event that the recommendation of the Superintendent/President differs from the recommendation of the evaluation team or the appropriate administrator, the Superintendent/President shall meet with the evaluation team before making a recommendation to the Governing Board.

17.4.11 Division Reevaluation

17.4.11.1 If the final written evaluation includes the recommendation that the faculty member be reevaluated at the division level, the appropriate administrator shall by the end of the fifth (5th) week of the next semester the faculty member has an assignment constitute a new evaluation team according to the procedure in 17.4.5. The new team may have the same members as the first (1st) team. Evaluation materials from the previous evaluation shall be made available to the team.

17.4.11.2 The evaluation process as outlined in Article 17.4 shall be followed in the reevaluation. Materials gathered in the first evaluation may be used for the reevaluation process.

17.4.11.3 If remediation is required, the appropriate administrator shall provide a written remediation plan with specifications and timelines to be performed before the next evaluation. The appropriate administrator shall constructively work with the evaluatee to encourage improvement. The techniques involved shall include consultation, and may include class observations, literature review, arrangement for updating of discipline content expertise, and any other activities deemed appropriate.

17.4.12 Administrative Evaluation

- 17.4.12.1 Should the final written evaluation include a recommendation for administrative evaluation, the appropriate Vice President shall review and consider all of the components of the evaluation, as well as documented input from others that has been shared with the evaluatee. The appropriate Vice President may designate an academic employee of the District to perform this review. They or the designee may, after prior notification, meet with the evaluatee and/or observe one (1) or more classes conducted by the evaluatee.
- 17.4.12.2 After consideration of the information gathered in 17.4.12.1, the appropriate Vice President, or their designee, shall prepare a written administrative evaluation. If, in the judgment of the appropriate Vice President, or their designee, the work of the evaluatee is less than satisfactory, they shall recommend either
- (1) a reevaluation the following semester at the division level,
 - (2) another administrative evaluation, or
 - (3) non-reemployment if the evaluatee is not tenured.
- 17.4.12.3 The appropriate Vice President, or their designee, shall meet with the evaluatee and present the administrative evaluation. The evaluatee shall acknowledge by signature that they have reviewed the document. Within six (6) days, the evaluatee may submit a written response to the evaluation, which shall be attached to it. If the evaluatee receives a satisfactory evaluation, all materials except the written administrative evaluation shall be returned to the evaluatee.
- 17.4.12.4 If remediation is required, the appropriate administrator shall provide a written remediation plan with specific actions and timelines to be performed before the next evaluation. The appropriate administrator shall constructively work with the evaluatee to encourage improvement. The techniques involved shall include consultation, and may include class observations, literature review, arrangement for updating of discipline content expertise, and any other activities deemed appropriate.
- 17.5 Tenure Recommendation
- 17.5.1 If the fourth (4th) year final written evaluation of a contract probationary faculty member indicates satisfactory performance, the granting of tenure shall be recommended by the administrator to the appropriate Vice President.
- 17.5.2 Under extraordinary circumstances, tenure may be granted after the first (1st), second (2nd), or third (3rd) probationary year upon agreement of the Superintendent/President and the Faculty Senate if the Governing Board approves of the decision to grant tenure.
- Criteria for granting early tenure:
1. Teaching excellence as demonstrated by:
 - i. Meeting all criteria outlined in Article 17.3 of the contract,
 - ii. Curriculum and/or program development, and

iii. Significant work on active college governance committees.

OR

2. Excellence as demonstrated under 1-i) above plus eminence in the field as demonstrated by national or international impact on the subject area as demonstrated by performances, shows, invitations to present or perform at or participate in round table discussions at national or international conferences, or noteworthy publications. If the evaluation team makes a recommendation for early tenure, the appropriate Vice President will use these criteria to forward the recommendation to the Superintendent/President and the Faculty Senate.

17.6 Off-Cycle Evaluations

17.6.1 Associate Unit Members: If, during the period between regularly scheduled evaluations of an associate member, the work of that member shall be determined, in the judgment of the appropriate administrator, to be less than satisfactory, that administrator may elect to follow the following process to initiate an evaluation:

- (a) inform the associate member by written notice of their concern and the reasons therefore;
- (b) within ten (10) days of receipt of the written notice, the appropriate administrator shall schedule a meeting with the associate member to discuss these concerns and opportunities for improvement;
- (c) schedule an evaluation of the associate member before their next regularly-scheduled evaluation if, in the judgment of the administrator, sufficient improvement is not made.

17.6.2 Regular Faculty: If, during the period between regularly scheduled evaluations of a regular faculty member, in the judgment of the appropriate administrator there is a new or escalating issue identified that is significant or compelling, the appropriate administrator may elect to follow the following process to initiate an additional evaluation:

- (a) inform the faculty member by written notice of their concern and the reasons therefore;
- (b) within ten (10) days of receipt of the written notice, the appropriate administrator shall schedule a meeting with the faculty member to discuss these concerns and opportunities for improvement;
- (c) provide the appropriate vice president a copy of the written notice containing their concern. The appropriate vice president will confer with the CCFT president regarding the concerns. A committee of three CCFT officers will review the case and report back within ten (10) days. The committee may seek input from the appropriate administrator if necessary. Information reviewed by the committee will remain confidential. If the appropriate vice president and CCFT agree, then an additional evaluation, following the process in Article 17.4, will commence with amended timelines.
- (d) depending on the outcome of the additional evaluation, another evaluation may occur the following semester according to Articles 17.4.11 and 17.4.12.

17.7 Grievances of Evaluation

Evaluation procedures may be subject to the grievance procedure in accordance with Article 12. The content of evaluations is not subject to the grievance procedure set forth in Article 12 except in the case of a decision not to grant tenure and in accordance with Education Code 87610.1 and 87611.

17.8 Access to Materials

Nothing in this article is intended by the parties to waive, abrogate, or otherwise adversely affect the legal rights to access by faculty members to their personnel files, or the legal rights of access by the CCFT to materials related to evaluation which are necessary and relevant to the Union's duty to represent faculty members when disagreements arise over the implementation of this Article.