

Criteria for Evaluation

d. The criteria for evaluation may include:

- i. Demonstrated skill in classroom teaching, counseling or library work, which may include:
 1. Maintaining currency and depth of knowledge in the primary areas of responsibility;
 2. Using effective communication, written and oral;
 3. Fostering an inclusive learning environment toward equitable outcomes;
 4. Demonstrating a commitment to cultural competence and equity-minded pedagogies;
 5. Ensuring careful attention to effective organizational skill in the classroom and/or other worksite(s);
 6. Utilizing specific techniques or technology utilized in the classroom and/or worksite(s); and
 7. Demonstrating creativity and innovation in the specific area of assignment.
- ii. Respect for students' rights and needs by:
 1. Demonstrating patience, fairness, and promptness in the evaluation and discussion of student work;
 2. Exhibiting sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;
 3. Demonstrating sensitivity to and understanding of the diverse academic, social, economic, cultural, ability and ethnic backgrounds of community college students which affect the learning process in the specific area of assignment;
 4. Acknowledging and defending the free inquiry of students in the exchange of criticism and ideas; and
 5. Recognition of the opinions of others.
- iii. Respect for colleagues and the educational profession by:
 1. Acknowledging and defending the free inquiry of colleagues in the exchange of criticism and ideas;
 2. Recognizing the opinions of others;
 3. Acknowledging sources, when appropriate;
 4. Striving to be objective in the professional judgment of colleagues;
 5. Acting in accordance with the ethics of the profession and with a sense of personal integrity;
 6. Working in a spirit of timely cooperation to cultivate and maintain a collegial atmosphere;
 7. Timely response to administrative requirements;
 8. Demonstrating sensitivity to human and cultural diversity among colleagues; and
 9. Maintaining contractual obligation to teaching and worksite hours and if appropriate, to regular and timely office hours and/or the course outline of record.
- iv. Participation in student learning outcome assessment processes.