

# Article 8

# Performance Review

## 8.1 Introduction

The primary goal of faculty performance review is to improve the quality of the educational program. The process should promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive assessment of performance. To achieve this goal, it is necessary to identify, recognize and nurture excellence; to identify standard performance; and to indicate areas where improvement is necessary or desirable. While formal performance review as described in this article occurs on a cyclical basis, informal review by colleagues and supervisors occurs on a continuous basis, and, as such, communication should also be continuous.

All matters relating to the performance review process are of a confidential nature and members of the review team have the responsibility of maintaining this confidentiality. The faculty member being reviewed, however, is encouraged to utilize all available college and District resources in responding to any performance team recommendations, including working with an Academic Senate-appointed mentor.

## 8.2 Authorization

Ed. Code sections 87660 *et seq.* set forth the requirements for the evaluation of faculty. The legislative intent, as stated in AB 1725, provides that a faculty member's students, administrators and peers should all contribute to his or her performance review, but the faculty should play a central role in the performance review process and, together with appropriate administrators, assume principal responsibility for the effectiveness of the process.

## 8.3 Definitions

8.3.1 *Academic year (year)* is the period from the first day of the fall semester through the last day of the following spring semester. The academic year for employees on a 12-month calendar begins July 1 and ends June 30.

8.3.2 *Faculty or faculty member* includes, but is not limited to, instructors, librarians, counselors, community college health services professionals, handicapped student programs and services professionals, EOP &S. professionals, coordinators, and individuals employed to perform a service that, before July 1, 1990, required non-supervisory, non-management community college certification qualifications. (Ed. Code section 87003)

8.3.3 *The Academic Senate President* is the college Academic Senate President.

8.3.4 *The course syllabus (syllabus)* refers to those handouts that describe the procedures, practices, texts, office hours, grading policies, etc., normally distributed during the first class meeting.

- 8.3.5 *The approved course outline* is the official documentation emerging from the Academic Senate led curriculum recommendation process that has been approved by formal action of the Los Rios Board of Trustees.

#### 8.4 **Standards and Criteria for Performance Review**

##### 8.4.1 *Professional Responsibilities - Classroom Faculty*

The following criteria are intended for classroom faculty:

- 8.4.1.1 Communicates subject matter clearly, correctly and effectively.
- 8.4.1.2 Adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.
- 8.4.1.3 Adjusts methodologies for students/clientele with special needs and/or different learning styles.
- 8.4.1.4 Provides clear assignments or directives to students.
- 8.4.1.5 Provides evidence that the dignity of the individual is respected.
- 8.4.1.6 Fosters a classroom or workplace environment that is free from harassment, prejudice or bias.
- 8.4.1.7 Provides for each student a current course syllabus consistent with the approved course outline for each course taught (a copy of which will be maintained each year in the area/division office) and provides a copy to the appropriate administrator.
- 8.4.1.8 Provides clear, legible, and timely course grading records/clientele records and reports.
- 8.4.1.9 Informs students of academic status in class on a regular basis and in a timely manner.
- 8.4.1.10 Maintains required office hours (may not be applicable to adjunct faculty); makes oneself available to students/clientele; meets classes as assigned.
- 8.4.1.11 Meets obligations on time; e.g., grades, requisitions, schedules, textbook orders, rosters.
- 8.4.1.12 Maintains current knowledge of field in performance of assignment.
- 8.4.1.13 Demonstrates evidence of careful preparation in area of assignment.
- 8.4.1.14 Demonstrates evidence of participation in professional growth and development activities.

- 8.4.1.15 Demonstrates evidence of participation in college and/or district governance structure; attends and participates in department/area/college and district committee and faculty meetings (not required for adjunct faculty).
- 8.4.1.16 Works cooperatively and effectively with others.
- 8.4.1.17 Participates in peer review process and serves on peer review committees when requested (not required for adjunct faculty).

8.4.2 *Professional Responsibilities – Counselors*

The following criteria are intended for counselors:

- 8.4.2.1 Communicates clearly, correctly and effectively.
- 8.4.2.2 Adjusts methodologies for students/clientele with special needs and/or different learning styles.
- 8.4.2.3 Provides clear information or directives to students.
- 8.4.2.4 Provides evidence that the dignity of the individual is respected.
- 8.4.2.5 Develops appropriate, complete and accurate written information for students, e.g., transfer agreements, education plans, petitions, etc.
- 8.4.2.6 Maintains current knowledge of field in performance of assignment.
- 8.4.2.7 Demonstrates evidence of careful preparation in area of assignment.
- 8.4.2.8 Demonstrates evidence of participation in professional growth and development activities.
- 8.4.2.9 Demonstrates evidence of participation in college and/or district governance structure; attends and participates in department/area/college and district committee and faculty meetings (not required for adjunct faculty).
- 8.4.2.10 Works cooperatively and effectively with others.
- 8.4.2.11 Participates in peer review process and serves on peer review committees when requested (not required for adjunct faculty).
- 8.4.2.12 Meets obligations on time (e.g., student appointments, requisitions, schedules).
- 8.4.2.13 Adheres to the approved professional standards as stated by the California Community Counseling Programs by the Academic Senate for California Community Colleges, which include: academic, personal, career, crisis and multicultural counseling and department standards.

- 8.4.2.14 Demonstrates flexibility in providing coverage to meet the needs of the department.
- 8.4.2.15 Maintains required schedule; makes oneself available to students/clientele.
- 8.4.2.16 Fosters a learning or workplace environment that is free from harassment, prejudice or bias.

8.4.3 *Professional Responsibilities – Librarians*

The following criteria are intended for librarians:

- 8.4.3.1 Communicates clearly, correctly and effectively with students and other members of the academic community.
- 8.4.3.2 Adjusts methodologies for students/clientele with special needs and/or different learning styles.
- 8.4.3.3 Provides clear information and materials to students and other members of the academic community.
- 8.4.3.4 Provides evidence that the dignity of the individual is respected.
- 8.4.3.5 Demonstrates knowledge and application of appropriate information tools and resources.
- 8.4.3.6 Contributes to building, organizing, accessing and maintaining library collection.
- 8.4.3.7 Maintains required schedule; makes oneself available to students and other members of the academic community.
- 8.4.3.8 Meets obligations on time; e.g., reports, product/service analysis, records, planning documents, orders, schedule requests, projects.
- 8.4.3.9 Fosters a workplace environment that is free from harassment, prejudice or bias.
- 8.4.3.10 Demonstrates flexibility in providing coverage to meet the needs of the department.
- 8.4.3.11 Effectively plans, implements, evaluates and accepts feedback on department programs and services.
- 8.4.3.12 Maintains current knowledge of field in performance of assignment.
- 8.4.3.13 Demonstrates evidence of careful preparation in area of assignment.
- 8.4.3.14 Demonstrates evidence of participation in professional growth and development activities.

- 8.4.3.15 Demonstrates evidence of participation in college and/or district governance structure; attends and participates in department/area/college and district committee and faculty meetings (not required of adjunct faculty).
- 8.4.3.16 Works cooperatively and effectively with others.
- 8.4.3.17 Participates in peer review process and serves on peer review committees when requested (not required of adjunct faculty).

8.4.4 *Professional Responsibilities – Nurses*

The following criteria are intended for nurses:

- 8.4.4.1 Communicates in a clear, appropriate, and concise manner.
- 8.4.4.2 Displays competence in oral and written expression.
- 8.4.4.3 Listens effectively to student questions and concerns.
- 8.4.4.4 Adjusts methodologies and is sensitive to students/clients with special needs and/or cultural differences.
- 8.4.4.5 Uses a variety of assessment and education techniques.
- 8.4.4.6 Makes effective use of health education and community resource materials.
- 8.4.4.7 Encourages critical thinking, questioning, and the development of student/client self-responsibility.
- 8.4.4.8 Is courteous and respects the dignity of each client.
- 8.4.4.9 Fosters an environment that is free from harassment, prejudice or bias.
- 8.4.4.10 Maintains clear, legible, and timely client records and reports; maintains confidentiality.
- 8.4.4.11 Maintains required schedule; makes oneself available to students/clients.
- 8.4.4.12 Meets obligations on time.
- 8.4.4.13 Works cooperatively and effectively with others.
- 8.4.4.14 Maintains current knowledge of field in performance of assignment.
- 8.4.4.15 Demonstrates evidence of careful preparation, planning, organization, and implementation of health services.

- 8.4.4.16 Demonstrates evidence of participation in college and/or district governance structure; attends and participates in department/area/college and district committee and faculty meetings (not required of adjunct faculty).
- 8.4.4.17 Orients and participates in the evaluation of health services staff; participates in peer review process and serves on peer review committees when requested (not required of adjunct faculty).

8.4.5 *Professional Responsibilities – Coordinators*

The review of coordinators will be based on seventeen (17) standards and criteria for performance review. These seventeen (17) will be comprised of ten (10) core standards and an additional seven (7) standards from the list of selectable standards that are appropriate to the work of the coordinator under review. These selectable standards are intended to allow the standards to reflect more effectively the job description and work environment of the coordinator under review. The team members and the reviewee will come to agreement as to which of the selectable standards are appropriate to the coordinator position under review. If the team and the reviewee cannot come to agreement as to the selectable standards, then the issue will be referred to a group made up of the College President (or designee), the Academic Senate President and the LRCFT College President for resolution.

*Core Standards for All Coordinators*

- 8.4.5.1 Works effectively to develop and meet department, program and/or workplace goals and objectives.
- 8.4.5.2 Fosters a classroom, laboratory or workplace environment that is free from harassment, prejudice or bias, and respects the dignity of the individual.
- 8.4.5.3 Develops appropriate, complete and accurate written information for students, clients, classified staff, and appropriate administrators (e.g. course grading records/clientele records and reports).
- 8.4.5.4 Maintains required schedule; makes him/herself available to students, staff, clientele, and appropriate administrators.
- 8.4.5.5 Meets obligations on time; e.g., requisitions, schedules, reports, grades, textbook orders, rosters, and student appointments.
- 8.4.5.6 Maintains current knowledge of field in performance of assignment.
- 8.4.5.7 Demonstrates evidence of participation in professional growth and development activities.
- 8.4.5.8 Demonstrates evidence of participation in college and/or district governance structure; attends and participates in

department/area/college and district committee and faculty meetings (not required of adjunct faculty).

- 8.4.5.9 Works cooperatively and effectively with others.
- 8.4.5.10 Participates in peer review process and serves on peer review committees when requested (not required of adjunct faculty).

Selectable Standards and Criteria for Performance Review of Coordinators.

The teams and the reviewee will select seven standards from the following so that the total standards of review will reflect as accurately as possible the reviewee's particular job description and work situation.

*When coordinator works directly with students in assisting learning or study, or when coordinator trains, teaches or counsels students or clients:*

- 8.4.5.11 Communicates subject matter clearly, correctly and effectively.
- 8.4.5.12 Adjusts methodologies for students/clientele with special needs and/or different learning styles.
- 8.4.5.13 Provides clear assignments or directives to students.
- 8.4.5.14 Demonstrates evidence of careful preparation in area of assignment.
- 8.4.5.15 Provides clear, legible and timely course syllabi, grading records/client records and reports.
- 8.4.5.16 Provides for each student a current course syllabus consistent with the approved course outline for each course taught (a copy of which will be maintained each year in the area/division office) and provides a copy to the appropriate administrator.
- 8.4.5.17 Informs students of academic status in class on a regular basis and in a timely manner.
- 8.4.5.18 Adheres to the approved professional standards as stated by the California Community Counseling Programs by the Academic Senate for California Community Colleges, which include: academic, personal, career, crisis and multicultural counseling and department standards.
- 8.4.5.19 Develops appropriate, complete and accurate written information for students, e.g., transfer agreements, education plans, petitions, etc.

*When coordinator works with outside agencies and/or in programs and services with special regulatory requirements or accreditations:*

- 8.4.5.20 Effectively interprets and applies relevant regulations and laws governing program or service.
- 8.4.5.21 Works effectively with outside agencies, intern providers or business and industry partners.
- 8.4.5.22 Works effectively with faculty and administrators in creating partnerships and completing projects.
- 8.4.5.23 Effectively coordinates and/or communicates with a community advisory board.
- 8.4.5.24 Coordinates and/or supervises community internship placements.
- 8.4.5.25 Functions effectively as a liaison and/or resource to the larger community.

*When coordinator does research, scheduling or planning:*

- 8.4.5.26 Produces research products that are accurate, correct in format and appropriate in scope.
- 8.4.5.27 Produces program, departmental or unit schedules that make effective use of staff and other resources.
- 8.4.5.28 Provides program, departmental or unit planning that meets the needs of the college.
- 8.4.5.29 Provides effective planning and implementation of program budget.
- 8.4.5.30 Assists the Area Dean in determining program or department schedules.

*Other selectable standards and criteria:*

- 8.4.5.31 Demonstrates flexibility in providing coverage to meet the needs of the department or program.
- 8.4.5.32 Adheres to appropriate professional standards, as applicable.
- 8.4.5.33 Effectively schedules, assigns and/or monitors student help.
- 8.4.5.34 Effectively updates, revises and/or creates programs and/or services.
- 8.4.5.35 Effectively updates, revises and/or creates curriculum.

8.4.6 *Professional Responsibilities - Athletic Coaches*

- 8.4.6.1 Communicates subject matter clearly, correctly and effectively.
- 8.4.6.2 Adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.
- 8.4.6.3 Adjusts methodologies for student/clientele with special needs and/or different learning styles.
- 8.4.6.4 Provides evidence that the dignity of the individual is respected.
- 8.4.6.5 Fosters an environment that is free from harassment, prejudice or bias.
- 8.4.6.6 Maintains and recruits student athletes sufficient to field a competitive team and positively represent the college.
- 8.4.6.7 Provides for each student a course syllabus consistent with the approved course outline for each course taught (a copy of which will be maintained each year in the area/division office) and provides a copy to the appropriate administrator.
- 8.4.6.8 Provides clear and accurate information in areas such as practice schedules, game schedules, behavior and eligibility expectations, contest scores, web site information, media guide information, travel requests, budget requests, and a thorough end-of-season report.
- 8.4.6.9 Informs students of academic status in class on a regular basis and in a timely manner.
- 8.4.6.10 Maintains required office hours; is available to students/clientele; meets classes as assigned.
- 8.4.6.11 Meets obligations on time; e.g., grades, requisitions, schedules, textbook orders, rosters.
- 8.4.6.12 Maintains current knowledge of the field, including District, COA and sports association compliance and certification, and safety standards.
- 8.4.6.13 Demonstrates evidence of careful preparation and active participation in area of assignment.
- 8.4.6.14 Demonstrates evidence of participation in professional growth and development activities.
- 8.4.6.15 Demonstrates evidence of participation in college and/or district governance structure; attends and participates in

department/area/college and district committees and faculty meetings.

8.4.6.16 Works cooperatively and effectively with others, including working with athletic counselors and other faculty to assist students in achieving their educational goals.

8.4.6.17 Participates in peer review process and serves on peer review committees when requested.

**8.5 General Conditions**

8.5.1 If the review team is unable to conduct workstation observations or to distribute and collect student performance review forms due to a lack of cooperation from the faculty member under review, the review will not be considered incomplete. A faculty member's efforts to delay or prevent any element of the review process (for example, failure to schedule or attend a pre-review or post-review conference, as well as items noted above) will not invalidate the review.

8.5.2 While the review takes place within the timelines of a given semester or year, the period under review shall be the entire time since the last review.

8.5.3 Confidentiality  
All matters relating to the performance review process are of a confidential nature. All persons involved in the review process have the responsibility of maintaining this confidentiality. This in no way precludes the faculty member being reviewed from seeking counsel.

8.5.4 Time Lines  
The time lines stated for the various review processes guide the direction for the timely accomplishment of the performance review. If a particular target date cannot be met and the performance review or a component of the performance review must be delayed, the employee, the supervisor or the performance review team will provide a written explanation to the other two (2) parties stating the reasons causing the delay. Good faith efforts will be made towards meeting all target dates.

**8.6 Tenure-Track Faculty**

The Tenure-Track Faculty Peer Review Team consists of the Area Dean and two (2) faculty members and will be formed as follows:

Committee	Assigned By	Timelines
Area Dean/Administrator (8.6.1.2.1)	Primary Service Area	
List of Faculty for Review	Area Dean to Academic Senate	Prior to classes
Two Tenured Faculty (8.6.1.2.2, 8.6.1.2.3)	Academic Senate President	End of 3 <sup>rd</sup> week
Peremptory Challenge (8.6.1.2.5)	Faculty under review	During years 2-4 only

The tenure-track review will occur in the first semester and each fall semester thereafter and shall incorporate the following elements and timelines:

<b>Review Elements – Article 8.6.2</b>	<b>Timelines*</b>
a. Pre-Review Conference	By the 6 <sup>th</sup> week
b. Informal Advisement	Entire semester
c. Self-Study	By the 6 <sup>th</sup> week (years 2, 3, & 4 only)
d. Workstation Observations	6 <sup>th</sup> -15 <sup>th</sup> week: At least one workstation observation must be completed before the mid-semester meeting
e. Student Reviews	6 <sup>th</sup> -15 <sup>th</sup> week: At least one classroom student review must be completed before the mid-semester meeting
f. Mid-Semester Meeting	10 <sup>th</sup> -12 <sup>th</sup> week
g. Review Team Conference	14 <sup>th</sup> -18 <sup>th</sup> week
h. Performance Review Conference	16 <sup>th</sup> -18 <sup>th</sup> week
i. Faculty Performance Review Form	End of the Fall semester

\*Appropriate adjustments made for short-term classes

8.6.1 Tenure-Track Faculty Peer Review Team

8.6.1.1 Purpose

To assess the potential of tenure-track faculty to become regular faculty and to help tenure-track faculty achieve excellence in instruction during the tenure-track period. In exercising this responsibility, the team may or may not recommend to the appropriate administrator the offer of a second-year contract, a third/fourth-year contract, and, after the fourth year, the granting of tenure.

8.6.1.2 Membership

8.6.1.2.1

The Academic Senate President (or designee), in consultation with the Area Dean or appropriate administrator and the Department Chairs, if any, will jointly define the Performance Review Service Area, the area from which faculty shall be selected to form the team.

- a. The Performance Review Service Area shall be regarded as the entire area, a department within the area, a special emphasis within a department or a grouping of related departments or disciplines within an area, depending on the joint determination, as stated above, of the Academic Senate President, the Area Dean or appropriate administrator, and the Department Chairs, if any.
- b. If the tenure-track faculty member to be reviewed has a workload split between two (2) or more administrative areas, then the Area Dean or appropriate administrator who supervises the area in which the faculty member performs most of

his/her assigned workload, based on percentage of FTE, shall be the administrator who aids in the determination of the Performance Review Service Area and who serves on the team for that tenure-track faculty member. In cases in which the load is split evenly, the Area Deans or appropriate administrators involved will jointly agree on the administrator to be involved in the processes named above.

- 8.6.1.2.2 The team shall be composed of two (2) or more tenured faculty selected from the Performance Review Service Area, and the Area Dean or appropriate administrator, with at least one (1) of the faculty named to come from the evaluatee's discipline or from a closely-related discipline whenever practicable. If the tenure-track faculty member is a coordinator with a workload split between two (2) or more administrative areas, then the team will be composed of two (2) or more tenured faculty selected from the instructional/counselor Performance Review Service Area. In no case will the Tenure-Track Faculty Peer Review Team be composed of an even number of members. In special cases, the Academic Senate President (or designee), in consultation with the Academic Senate President(s) from the other college(s) involved, may appoint faculty members from other colleges to help assure that at least one of the faculty on the team comes from the same or closely-related discipline as the faculty member being reviewed. In special cases, the Academic Senate President (or designee) may appoint one fourth-year tenure-track faculty to the team.
- 8.6.1.2.3 The Academic Senate President (or designee), in consultation with the Area Dean or appropriate administrator and the Department Chair, if any, shall select the faculty members on the team. Under no circumstances will an appointed mentor to the tenure-track faculty member under review be appointed to the Tenure-Track Faculty Peer Review Team.
- 8.6.1.2.4 It is intended that faculty appointed to the team shall serve for the duration of the tenure-track period. No additional team members will be appointed after the initial team composition has been determined except in those cases where a vacancy occurs due to sabbaticals, retirements, etc., or except as provided otherwise in this article.

- 8.6.1.2.5 The list of faculty selected for the team shall be reviewed by the faculty member under review. During the four-year tenure-track period, each tenure-track faculty member will have one (1) peremptory challenge concerning the composition of his/her review team (faculty membership only). This challenge may be made at the beginning of years 2, 3 or 4, by the second week of the semester. The request to replace one (1) faculty member, one time only, must be made in writing to the college Academic Senate President (or designee). The vacancy created by the challenge is to be filled by the Academic Senate President (or designee), in consultation with the Area Dean or appropriate administrator and the Department Chair(s), if any, from the pool of tenured faculty in the Performance Review Service Area as described above.
- 8.6.1.2.6 If appointments are not made by the end of week three or the faculty members of the team fail to meet their obligations in the review process, the Area Dean or appropriate administrator shall give written notice to the Academic Senate President and the LRCFT College President of the faculty's failure to act. The administrator shall then proceed with the review, which may include, but not be limited to, workstation observations.
- 8.6.1.2.7 The Area Dean and a faculty member on the review team can jointly request to replace the other faculty member of the team if they find that faculty member either does not actively participate, may not be objective, or has shown a bias and/or prejudice against the faculty member being reviewed. The request to replace the faculty member must be in writing and include an explanation for the request, signed by the Area Dean and faculty member who requested a replacement, and sent to the Academic Senate President. The Academic Senate President (or designee) must notify the faculty member of the replacement request. An appeal and explanation for the appeal by the faculty member being replaced must be made in writing to the Academic Senate President within five (5) working days from being notified of the request. Following an appeal, it will be the decision of the college Academic Senate President whether to replace the faculty member on the team and the decision shall be final. If the appeal is denied or there is no appeal, the vacancy created by the request shall be filled by the Academic Senate President, in consultation with the Area Dean or appropriate administrator and

Department Chair(s), if any, from the pool of qualified faculty in the Performance Review Service Area as described above.

8.6.2 The review of tenure-track faculty shall include the following elements and procedures:

a. *Pre-Review Conference*

The team and the tenure-track faculty member meet to discuss the review process. A copy of this article will be provided to and reviewed with the team and the faculty member under review. For tenure-track coordinator faculty reviews, the selectable standards will be agreed to at the beginning of the first year of review in the pre-review conference. The same selectable standards for coordinators will stay in place for the four (4) years of tenure-track review. Therefore, the coordinator will know the specific selectable standards at the beginning of the period of review. Please note that the sub-categories in the list of selectable standards are intended only to help arrange and orient the selectable standards and are not intended to restrict a team and reviewee's options to any particular sub-category. However, if selectable standards under "When Coordinator Works Directly with Students in Assisting Learning or Study, Or When Coordinator Trains, Teaches, or Counsels Students or Clients" are selected, then the committee and reviewee will determine jointly whether the extent of teaching in the coordinator's assignment is such that the use of the standard classroom instructor evaluation form is appropriate in the case of that coordinator. At the end of the tenure-track period and after every tenured faculty review cycle, the selectable standards agreed to for the prior review will be reviewed for possible change in respect to the next cycle of review during the post-review conference.

b. *Informal Advisement*

On an informal basis, team members and the tenure-track faculty member work together to assist the tenure-track faculty member.

c. *Self-Study (second, third and fourth years only)*

Each faculty member will prepare a self-study using the approved format as described in Appendix E and provide copies to all review team members by the sixth (6<sup>th</sup>) week of the semester of the review.

d. *Workstation Observations*

There will be a minimum of three (3) direct workstation observations by members of a tenure-track faculty review team (faculty plus Area Dean or appropriate administrator). Whenever possible, observations should include different course preparations. A minimum of one (1) workstation observation must be completed before the mid-semester review meeting.

e. *Student Review Forms*

Student reviews are primarily a tool for faculty to use to facilitate the improvement of instruction or student services. In addition, a less than satisfactory performance review based on workstation observations,

administrative documentation (i.e., written letters or documentation from students, faculty, staff, or administration directly related to the performance review), and self-study may be corroborated by student reviews. Student Review Forms will be administered in a minimum of three (3) classes and when practicable for each class preparation. Student review forms from a minimum of one (1) class must be completed before the mid-semester review meeting. For counselors and nurses, four (4) weeks within the overall timeline will be identified by the Area Dean in consultation with the Department Chair to administer student reviews. The four (4) identified weeks must be scheduled after the pre-review conference or arrangements are completed. A minimum of one (1) week must be specified and student reviews administered prior to the mid-semester review meeting. However, the return of student reviews will be collected throughout the overall timeline and used for the performance review. Original individual student review forms will be returned to the faculty after grades have been submitted; the District may maintain copies no longer than one (1) semester following the fourth year of review or until a grievance has been resolved. A majority vote of the review team will determine if student reviews are necessary for coordinators with a workload split with another service area (e.g. instructional, nursing, counseling), or if the extent of their selectable standards and criteria warrant such consideration. If student reviews are to be used, the procedure will be the same for that specific in Performance Review Service Area for Adjunct Faculty (Article 8.8.2.1d).

f. *Mid-Semester Review*

The mid-semester review is a mandatory meeting. The review team will provide feedback to the faculty member about the current status of the review such as the syllabus, self-study, workstation observations, and student reviews.

g. *Review Team Conference*

All team members meet to discuss the results of the syllabi, self-study, workstation observations, the review of professional responsibilities, administrative documentation, and the student review forms. All student reviews and workstation observations must be completed before the meeting. Performance review forms including written recommendations will be completed at this time. The team decides whether to recommend continuation of the tenure-track contract (for first and second year tenure-track faculty). The team meets in the fall semester for fourth-year tenure-track faculty to consider whether or not to recommend to the College President that tenure be granted. While the team will meet at the end of year three, no specific tenure recommendation may be made. If the team members do not agree on the review, the majority recommendation will prevail; however, a minority opinion may be attached. The Area Dean or appropriate administrator will be responsible for enforcing timelines. Failure on the part of the team to meet its obligations will invoke the provisions of paragraph 8.6.1.2.6.

h. *Post-Review Conference*

The tenure-track faculty member and all team members meet to discuss the performance review and to consider the faculty member's plans for the next semester, if applicable. Overall results of the student reviews will be shared during the meeting; individual review forms will be given to the faculty member after the end of the semester. In all reviews, the reviewer(s) shall cite specific examples and recommendations for improvement in writing for each “needs improvement” and “unsatisfactory” mark. The faculty member under review shall have an opportunity to append any written rebuttal or explanations to the review form.

i. *Faculty Performance Review Form*

The review form and any rebuttal or explanations by the reviewee will become an official part of the employee’s personnel file. The Area Dean or appropriate administrator then submits the signed performance review form by the end of the fall semester to the College President (or designee) for submission to the District Human Resources Office and the faculty member's personnel file. In the fourth year of review, the fall semester recommendation of the review team will be considered by the College President in the President's recommendation to the Chancellor and the Board.

8.6.3 *Frequency of Performance Reviews*

Tenure-track faculty shall be reviewed the first semester of employment and every fall semester thereafter. One (1) formal review per year shall be the norm for tenure-track faculty performance review; however, additional reviews may be performed with the agreement of a majority of the members of the team.

8.6.4 The review team may only make tenure recommendations as part of the fourth year review.

8.6.5 Tenure-track faculty may not be appointed to the position of Department Chair during probationary status, without the express written approval of the college Academic Senate President.

8.7 **Tenured Faculty**

The Tenured Faculty Peer Review Team consists of the Area Dean and two (2) tenured faculty members and will be formed as follows:

<b>Committee</b>	<b>Assigned By</b>	<b>Timelines</b>
Area Dean/Administrator (8.7.2.2)	Primary Service Area	
List of Faculty for Review	Area Dean to Academic Senate	Prior to classes
Type A/B notification	Area Dean	Prior to classes*
Two Tenured Faculty (8.7.2.2.1-8.7.2.2.4)	Academic Senate President	End of 3 <sup>rd</sup> week
Peremptory Challenge (8.7.2.2.3)	Faculty under review	3 weeks after being notified of the team
Fall vs. Spring Evaluation	Area Dean	4 <sup>th</sup> week of the Fall semester

*\*In the first 3 years of implementing Procedure A & B, the faculty member might not be notified until the pre-review arrangements.*

The two tracks shall incorporate the following elements, procedures, and timelines:

Review Elements	Procedure A (Article 8.7.3.1)	Procedure B (Article 8.7.3.2)	Timelines*
a. Pre-Review Arrangements	Yes	Yes	By the 6 <sup>th</sup> week**
b. Self-Study	Yes	Yes	By the 6 <sup>th</sup> week**
c. Workstation Observations	Yes	Optional	By the 16 <sup>th</sup> week**
d. Student Reviews	Yes	Yes	By the 16 <sup>th</sup> week**
e. Review Team Conference	Yes	Yes	16 <sup>th</sup> -18 <sup>th</sup> week**
f. Post-Review Conference	Yes	Optional <i>(Unless an overall "Needs Improvement" or "Unsatisfactory" is marked)</i>	End of the Semester**
g. Faculty Performance Review Form	Yes	Yes	End of Academic Year

\*Appropriate adjustments made for short-term classes

\*\*of the Fall or Spring semester under review.

8.7.1 Timeline Overview

Prior to the beginning of the semester of review, the appropriate administrator will notify the Academic Senate President of the name(s) of the persons whose performance reviews are to be conducted. Prior to the beginning of classes, each faculty member to be reviewed will be notified and provided a copy of the self-study format so that it will be prepared by the sixth (6<sup>th</sup>) week of the semester of review. For faculty on a 185-day year, reviews may begin any time after July 1. The reviews of both classroom faculty and non-classroom faculty must be completed by the end of the academic year in which they were initiated. The Area Dean or appropriate administrator will be responsible for assuring that the process is completed by the end of the school year. Failure on the part of the team to meet its obligations will invoke the provisions of Article 8.7.2.2.4.

Appropriate timeline adjustments will be made for short-term classes. Faculty who have submitted written notice of retirement in the year of a scheduled review are exempt from review. Special reviews may be conducted under the special circumstances described in Article 8.14.

8.7.2 Tenured Faculty Review Team

8.7.2.1 Purpose

To review the performance of tenured faculty. In exercising this responsibility, the team shall make, on the basis of its findings, one of two recommendations in regard to the faculty member under review: a) that the faculty member should be regarded as having successfully completed the performance review, or b) that the faculty member should have additional reviews as indicated on the Faculty Performance Review form.

8.7.2.2 Membership

The Academic Senate President (or designee), in consultation with the Area Dean or appropriate administrator and the Department

Chairs, if any, will jointly define the Performance Review Service Area of the faculty to be evaluated; this is the area from which tenured faculty shall be selected to form the team for purposes of the review.

- a. The Performance Review Service Area shall be regarded as the entire area in which the faculty member to be reviewed serves, a department within the area, a special emphasis, online courses, or discipline within a department or a grouping of related departments or disciplines within an area, depending on the joint determination by those named in the paragraph above.
- b. If the faculty member to be reviewed has a workload split between two or more administrative areas, then the Area Dean or appropriate administrator who supervises the area in which the faculty member performs most of his/her assigned workload based on percentage of FTE shall be the administrator who aids in the determination of the faculty member's Performance Review Service Area. In cases in which the assigned load is split evenly between or among areas, the Area Deans or appropriate administrators involved will jointly agree on the administrator to aid in the determination of the Performance Review Service Area.

8.7.2.2.1 Each tenured faculty review team shall be composed of the Area Dean or appropriate administrator, and at least two (2) tenured faculty members selected from the Performance Review Service Area of the faculty member under review, with at least one (1) of the faculty named to come from the discipline or from a closely-related discipline whenever practicable. If a coordinator has a workload split between two (2) or more administrative areas, then the team will be composed of two (2) or more tenured faculty selected from the instructional/counselor Performance Review Service Area. In special cases, the Academic Senate President (or designee), in consultation with the Academic Senate President(s) from the other college(s) involved, may appoint faculty members from other colleges to help assure that at least one (1) of the faculty of the team comes from the same or closely-related discipline as the faculty member being reviewed.

8.7.2.2.2 The Academic Senate President (or designee), in consultation with the Area Dean or appropriate administrator and the Department Chair(s), if any, shall select the faculty to serve on the team.

8.7.2.2.3 The list of faculty selected for the team shall be reviewed by the faculty member under review. One (1) preemptory challenge is allowed. Such challenge must be in writing and directed to the Academic Senate President within three (3) weeks of being notified of the performance review team members. The vacancy created by the challenge is to be filled by the Academic Senate President (or designee), in consultation with the Area Dean or appropriate administrator and the Department Chair(s), if any, from the pool of tenured faculty in the Performance Review Service Area, as described above.

8.7.2.2.4 If appointments are not made by the end of week three or the faculty members of the team fail to meet their obligations in the review process, the Area Dean or appropriate administrator shall give written notice to the Academic Senate President and the LRCFT College President of the faculty's failure to act. The administrator shall then proceed with the review, which may include, but not be limited to, workstation observations.

8.7.3 The performance review of tenured faculty shall consist of two (2) tracks. Procedure A, the more rigorous procedure, shall be used in alternate review cycles, upon recommendation of the peer review team. Procedure B, the less rigorous procedure, may be used no more than once every six (6) years and only if the previous performance review was “satisfactory.”

8.7.3.1 Elements and Procedures of A

a. *Pre-Review Arrangements*

The Area Dean will determine whether the faculty member shall be reviewed in the fall or spring semester by the fourth (4<sup>th</sup>) week of the fall semester. Within the first six (6) weeks of the semester under review, the team establishes, by e-mail, telephone, etc., timelines for itself and the faculty member to complete required tasks before the end of the academic year. The team shall provide the faculty member and the Academic Senate President with a copy of those timelines.

b. *Self-Study*

Each faculty member will prepare a self-study using the approved format, as described in Appendix E, and provide copies to all review team members on a mutually agreed to date determined in the pre-review arrangements in article “a” above. The self-study shall address “active and regular participation in college and/or District governance structures...” (See Articles 8.4.1.15, 8.4.2.9, 8.4.3.15, 8.4.4.16, and 8.4.5.8).

- c. *Workstation Observations*

A minimum of three (3) workstation observations will be conducted by members of the team. At the request of the faculty member under review and upon mutual agreement of the team, the workstation observation of classroom instructors may be videotaped in lieu of the in-class observation.
  
- d. *Student Review Forms*

Student reviews are primarily a tool for faculty to use to facilitate the improvement of instruction or student services. In addition, a less than satisfactory performance review based on workstation observations, administrative documentation (i.e. written letters or documentation from students, faculty, staff, or administration directly related to the performance review), and self-study may be corroborated by student reviews. Student review forms will be administered in a minimum of three (3) classes and, when practicable, for each class preparation. For counselors and nurses, four (4) weeks within the overall timeline will be identified by the Area Dean in consultation with the Department Chair to administer student reviews. The four (4) identified weeks must be scheduled after the pre-review conference or arrangements are completed. However, the return of student reviews will be collected throughout the overall timeline and used for the performance review. Original individual student review forms will be returned to the faculty after grades have been submitted; the District may maintain copies no longer than one (1) semester or until a grievance has been resolved. A majority vote of the review team will determine if student reviews are necessary for coordinators with a workload split with another service area (e.g. instructional, nursing, counseling), or if the extent of their selectable standards and criteria warrant such consideration. If student reviews are to be used, the procedure will be the same for that specific in Performance Review Service Area for Adjunct Faculty (Article 8.8.2.1d).
  
- e. *Review Team Conference*

All team members meet to discuss the results of the syllabi, workstation observations, the review of professional responsibilities, administrative documentation, and the student review forms. Performance review forms, including written recommendations, will be completed at this time. If the team members do not agree on the review, the majority recommendation will prevail; however, a minority opinion may be attached. A majority of the team must justify, in writing, any recommendation for a review in less than three (3) years. Failure on the part of the team to meet its obligation will invoke the provisions of Article 8.7.2.2.4. A majority of the team must justify, in writing, any less than satisfactory rating

and any recommendation for a Procedure A review in three (3) years or less.

- f. *Post-Review Conference*  
All review team members and the faculty member meet. The videotape, if used, may be utilized in the post review conference but shall be returned to the evaluatee after the review has been finalized. The review shall cite specific examples and recommendations for improvement in writing for each “needs improvement” and “unsatisfactory” mark. The faculty member under review shall have an opportunity to append any written rebuttal or explanations to the review form. The review form with such rebuttal or explanations will become an official part of the employee’s personnel file.
  
- g. *Faculty Performance Review Form*  
The review form and any rebuttal or explanations by the reviewee will become an official part of the employee's personnel file. The Area Dean or appropriate administrator then submits the signed performance review form by the end of the academic year to the College President (or designee) for submission to the District Human Resources Office and the faculty member's personnel file.

#### 8.7.3.2 Elements and Procedures of B

- a. *Pre-Review Arrangements*  
A consultation among members of the evaluatee’s peer review team, who shall jointly determine the performance rating of the evaluatee, using the Faculty Performance Review form and student reviews.
  
- b. *Self-Study*  
The faculty member under review will submit a self-study as in Procedure A.
  
- c. *Workstation Observations*  
Do not normally occur in Procedure B. Only at the request of the faculty member under review may workstation observations occur.
  
- d. *Student Review Forms*  
Student reviews are primarily a tool for faculty to use to facilitate the improvement of instruction or student services. In addition, a less than satisfactory performance review based on workstation observations (if conducted), administrative documentation (i.e. written letters or documentation from students, faculty, staff, or administration directly related to the performance review), and self-study may be corroborated by student reviews. Student review forms will be administered in

a minimum of three (3) classes and, when practicable, for each class preparation. For counselors and nurses, four (4) weeks within the overall timeline will be identified by the Area Dean in consultation with the Department Chair to administer student reviews. The four (4) identified weeks must be scheduled after the pre-review conference or arrangements are completed. However, the return of student reviews will be collected throughout the overall timeline and used for the performance review. Original individual student review forms will be returned to the faculty after grades have been submitted; the District may maintain copies no longer than one (1) semester or until a grievance has been resolved. A majority vote of the review team will determine if the student reviews are necessary for coordinators with a workload split with another service area (e.g. instructional, nursing, counseling), or if the extent of their selectable standards and criteria warrant such consideration. If the student reviews are to be used, the procedure will be the same for that specific in Performance Review Service Area for Adjunct Faculty (Article 8.8.2.1d).

e. *Review Team Conference*

All team members meet to discuss the results of the syllabi, self-study, workstation observations (if conducted), the review of professional responsibilities, administrative documentation, and the student review forms, and use the same Procedures as in A.

f. *Post-Review Conference*

The post-review conference is optional. The review shall be completed and a copy given to the faculty member by the end of the school year in which it was initiated. The review shall document specific examples and provide clear suggestions for improvement in writing for each “needs improvement” and “unsatisfactory” mark. The faculty member under review shall have an opportunity to append any written rebuttal or explanations to the review form. The review form with such rebuttal or explanations will become an official part of the employee’s personnel file. The team will meet to discuss the results of the review at the request of a peer review team member or the faculty member under review. If the review results in an overall “needs improvement” or “unsatisfactory,” the review team will meet with the faculty member under review to discuss the results of the review before the review is finalized.

g. *Faculty Performance Review Form*

The review form and any rebuttal or explanations by the reviewee will become an official part of the employee's personnel file. The Area Dean or appropriate administrator then submits the signed performance review form by the end of

the academic year to the College President (or designee) for submission to the District Human Resources Office and the faculty member's personnel file.

8.7.4 *Frequency of Reviews*

There will be a performance review of tenured faculty three (3) years following the four-year tenure-track procedure and the granting of tenure. The first review of a tenured faculty member will begin with Procedure A and shall occur at least every three (3) years afterward. If the Procedure A review was “satisfactory,” then the next performance review of the tenured faculty member will utilize Procedure B, the less rigorous procedure. Procedure B may be used no more than once every six (6) years and only if the previous performance review was overall “satisfactory.”

8.8 **Adjunct Faculty**

The Adjunct Faculty Peer Review Team consists of the Area Dean and one (1) faculty member and will be formed as follows:

Committee	Assigned By	Timelines
Area Dean/Administrator	Primary Service Area	
List of Faculty for Review	Area Dean to Academic Senate	By the 1 <sup>st</sup> week
Type A/B Notification	Area Dean	Prior to classes*
One Faculty Member - Minimum of Preferred Adjunct (8.8.1.1c)	Academic Senate President	By the 3 <sup>rd</sup> week
Department Chair (ex-officio) (8.8.1.1.e)	Academic Senate President	By the 3 <sup>rd</sup> week
Workstation Observers (8.8.1.1d, 8.8.2.1c) Faculty on team – Required Area Dean – Optional Dept. Chair (ex-officio) – Optional Additional Faculty – Optional by Team	Academic Senate President	TBA
Change Type B to A (8.8.2.1a)	Adjunct Faculty under review	By the 6 <sup>th</sup> week*

*\*In the first 3 years of implementing the A & B Procedures, the faculty member might not be notified until the pre-review arrangements.*

The two tracks shall incorporate the following elements, procedures and timelines:

Review Elements	Procedure A (Article 8.8.2.1)	Procedure B (Article 8.8.2.2)	Timelines*
a. Pre-Review Arrangements	Yes	Yes	By the 6 <sup>th</sup> week
b. Self-study First review	Yes No	Yes	By the 6 <sup>th</sup> week
c. Workstation observation	Yes	No	3 <sup>rd</sup> -16 <sup>th</sup> week
d. Student reviews	Yes	Yes	3 <sup>rd</sup> -16 <sup>th</sup> week
e. Review Team Conference	Yes	Yes	16 <sup>th</sup> -18 <sup>th</sup> week
f. Post-review conference	Yes	Optional (Unless an overall “Needs Improvement” or “Unsatisfactory” is marked)	Before end of semester
g. Faculty Performance Review Form	Yes	Yes	End of semester under review

*\*Appropriate adjustments made for short-term classes*

8.8.1 Timeline Overview

Prior to the beginning of the semester of review, the appropriate administrator will notify the Academic Senate President of the names of the adjunct faculty whose performance reviews are to be conducted. Prior to the beginning of classes, each faculty member to be reviewed will be notified whether they will have a Procedure A or B review and will be provided a copy of the self-study format so that it will be prepared by the sixth week of the semester of review. An adjunct faculty member scheduled for a Procedure B review may change to a Procedure A review upon request within one (1) week following notification. The reviews of both classroom faculty and non-classroom faculty must be completed by the end of the academic year in which they were initiated. Appropriate timeline adjustments will be made for short-term classes. The Area Dean or appropriate administrator will be responsible for assuring that the process is completed by the end of the school year. Failure on the part of the team to meet its obligations will invoke the provisions of Article 8.8.1.1f.

8.8.1.1 Adjunct Faculty Review Team Appointments

- a. A review team or teams shall be formed in every area that contains adjunct faculty scheduled for review.
- b. The review team shall consist of one (1) faculty member and the Area Dean.
- c. The faculty member serving on this team shall be appointed by the Academic Senate President (or designee) in consultation with the Area Dean or appropriate administrator and Department Chair, if any, from the pool of regular faculty, part-time tenured faculty, or adjunct faculty with preference in the area.
- d. After consultation with the Area Dean and Department Chair, and approval of the Academic Senate President (or designee), a faculty member who is not on the peer review team may carry out a workstation observation.
- e. If the Department Chair is not appointed on the adjunct peer review team, the Department Chair may serve on the team as an ex-officio member. Appointment as an ex-officio member requires consensus by the Area Dean and appointed faculty member, and approval by the Academic Senate President (or designee). As an ex-officio member, the Department Chair may participate in the adjunct review but has no vote in the final decision.
- f. If appointments are not made by the end of week three (3) or the faculty member of the team fails to meet his/her obligations in the review process, the Area Dean or appropriate administrator shall give written notice to the peer review team members, the Academic Senate President and the LRCFT

College President of the faculty's failure to act. The administrator shall then proceed with the review.

8.8.2 The performance review of adjunct faculty shall consist of two tracks. Procedure A, the more rigorous procedure, shall be used for the review of all nonpreferenced adjunct faculty and at least every other review cycle for preferenced adjunct faculty. Procedure B, the less rigorous procedure, will be used for preferenced adjunct faculty only after a “satisfactory” Procedure A performance review.

8.8.2.1 Elements and Procedures of A

a. *Pre-Review Arrangements*

An adjunct faculty member scheduled for a Procedure B review may change to a Procedure A review upon request within one (1) week following notification of the procedure to be used. By week six (6) of the semester of review, the team, in conjunction with the faculty member under review, establishes, by e-mail, telephone, etc., timelines for itself and the faculty member to complete the required tasks before the end of the semester. Appropriate timeline adjustments will be made for assignments of duration of less than a full semester.

b. *Self-Study*

Each faculty member will prepare a self-study using the approved format, as described in Appendix F, and provide copies to all review team members on a mutually agreed to date determined in the pre-review arrangements in article “a” above. The self-study is not required of adjunct faculty in their first year of review.

c. *Workstation Observation*

A workstation observation will occur in a minimum of one (1) course preparation. The faculty member on the review team is required to do a workstation observation. The Area Dean and the ex-officio Department Chair have the option of performing a workstation observation. After consultation with the Area Dean and Department Chair, and approval of the Academic Senate President (or designee), a workstation observation may be carried out by a faculty member who is not on the peer review team.

d. *Student Review Forms*

Student reviews are primarily a tool for faculty to use to facilitate the improvement of instruction or student services. In addition, a less than satisfactory performance review based on workstation observations, administrative documentation (i.e. written letters or documentation from students, faculty, staff, or administration directly related to the performance review), and self-study may be corroborated by student reviews. Student

review forms will be administered in a minimum of one (1) class and, whenever practicable, for each course preparation. For counselors and nurses, four (4) weeks within the overall timeline will be identified by the Area Dean in consultation with the Department Chair to administer student reviews. The four (4) identified weeks must be scheduled after the pre-review conference or arrangements are completed. However, the return of student reviews will be collected throughout the overall timeline and used for the performance review. Original individual student review forms will be returned to the faculty after grades have been submitted; the District may maintain copies no longer than one (1) semester or until a grievance has been resolved.

e. *Review Team Conference*

The review team will meet to jointly determine the performance rating of the adjunct faculty member under review using the syllabi, self-study, student review forms, workstation observations, administrative documentation, and the review of professional responsibilities. Performance review forms, including written recommendations, will be completed at this time. The team must justify, in writing, any less than satisfactory rating and any recommendation for a regular review in less than three (3) years. If the Area Dean and the faculty member fail to reach an agreement on the faculty member's overall performance in the review, an additional faculty member shall be appointed by the Academic Senate President (or designee). The additional faculty member appointed to the team will review all written material, discuss relevant issues with the review team and faculty member under review, and has the option of conducting a workstation observation if time permits before the end of the semester. The newly appointed faculty member to the team shall be the deciding vote in the review. The majority recommendation will prevail; however, a minority opinion may be attached.

f. *Post-Review Conference*

All review team members and the faculty member meet. The review shall cite specific examples and provide clear suggestions for improvement in writing for each "needs improvement" and "unsatisfactory" mark. The faculty member under review shall have an opportunity to append any written rebuttal or explanations to the review form. The review form with such rebuttal or explanations will become an official part of the employee's personnel file. At the request of the faculty member, the team will meet to discuss the results of the review.

g. *Faculty Performance Review Form*

The review form and any rebuttal or explanations by the reviewee will become an official part of the employee's

personnel file. The Area Dean or appropriate administrator then submits the signed performance review form by the end of the semester under review to the College President (or designee) for submission to the District Human Resources Office and the faculty member's personnel file.

#### 8.8.2.2 Elements of B

a. *Pre-Review Arrangements*

By week six of the semester of review, the team, in conjunction with the faculty member under review, establishes, by e-mail, telephone, etc., timelines for itself and the faculty member to complete the required tasks before the end of the semester. An adjunct faculty member scheduled for a Procedure B review may change to a Procedure A review upon request within one (1) week following notification of the procedure to be used.

b. *Self-Study*

Each faculty member will prepare a self-study using the approved format, as described in Appendix F, and provide copies to all review team members on a mutually agreed to date determined in the pre-review arrangements in article “a” above. The self-study is not required of adjunct faculty in their first year of review.

c. *Workstation Observation*

Does not occur in Procedure B.

d. *Student Reviews*

Student reviews are primarily a tool for faculty to use to facilitate the improvement of instruction or student services. In addition, a less than satisfactory performance review based on administrative documentation (i.e. written letters or documentation from students, faculty, staff, or administration directly related to the performance review), and self-study may be corroborated by student reviews. Student review forms will be administered in a minimum of one (1) for each course assignment. For counselors and nurses, four (4) weeks within the overall timeline will be identified by the Area Dean in consultation with the Department Chair to administer student reviews. The four (4) identified weeks must be scheduled after the pre-review conference or arrangements are completed. However, the return of student reviews will be collected throughout the overall timeline and used for the performance review. Original individual student review forms will be returned to the faculty after grades have been submitted; the District may maintain copies no longer than one (1) semester or until a grievance has been resolved.

- e. *Review Team Conference*  
The review team will meet to jointly determine the performance rating as in Procedure A.
- f. *Post-Review Conference*  
Optional, unless overall “needs improvement” or “unsatisfactory” is marked. The review shall cite specific examples and provide clear suggestions for improvement in writing for each “needs improvement” and “unsatisfactory” mark. The faculty member under review shall have an opportunity to append any written rebuttal or explanations to the review form. The review form with such rebuttal or explanations will become an official part of the employee’s personnel file. The team will meet to discuss the results of the review at the request of a review team member or the faculty member under review.
- g. *Faculty Performance Review Form*  
The review form and any rebuttal or explanations by the reviewee will become an official part of the employee's personnel file. The Area Dean or appropriate administrator then submits the signed Performance Review Form by the end of the semester under review to the College President (or designee) for submission to the District Human Resources Office and the faculty member's personnel file.

8.8.3 *Frequency of Reviews*

Per Ed Code Section 87760 *et seq.*, temporary faculty will be reviewed the first semester of employment; thereafter, at least once every three (3) years.

8.8.4 *Payment for Workstation Observations*

The faculty member who conducts the workstation observation will be paid the rate agreed upon by the LRFCT and the LRCCD.

8.8.5 *Short-Term Classes: Public Safety Center/Outside Agencies*

For adjunct faculty who are employed at the Sacramento Regional Public Safety Training Center or at other outside agencies where the agency has its own review procedure, the review may consist of the review procedure of the agency.

8.9 **Review of Online Instruction**

When tenure-track, tenured or adjunct faculty are teaching online courses, then these procedures should be observed. For the purposes of this article, online courses are those courses in which fifty percent (50%) or more of the load formula hours for the individual course are conducted entirely online. Courses in which fewer than fifty percent (50%) of the hours are taught online will use the regular on-ground review mode.

- 8.9.1 Whenever practicable, the review team shall include faculty with experience in teaching online courses and faculty with expertise in the subject matter.

- 8.9.2 For online courses, “workstation observation” is defined as the observation of live chat rooms, class e-mails, list serves, discussion forums, and class materials for each online preparation. The peer review team and the faculty member being reviewed shall jointly determine which of the above elements shall be used in the workstation observations.
- 8.9.3 When making the arrangements for the review, the team should request of the faculty member under review log-in information and any particular handouts specific to the online course.
- 8.9.4 The team and faculty member under review shall determine a timeframe and practical system of workstation observations adapted to the particular online class or classes under review.
- 8.9.5 In reviewing online courses, the team shall focus on the breadth of course materials, the navigability of the online course, the site’s accuracy and currency, and the quality of student/faculty interaction.
- 8.9.6 In regard to the student review of faculty performance, the faculty member under review shall notify students when to complete the student reviews, as per pre-review arrangements in 8.7.3.1a.
- 8.9.7 If a faculty member under review is teaching online courses, and if, in the exercise of the peremptory challenge, he/she excludes the online faculty member of the review team, the replacement should be another faculty member with experience in online instruction, if possible.

#### **8.10 Review of Live Interactive Television Classes**

- 8.10.1 Whenever practicable, the review team shall include faculty with experience in teaching courses using this modality and faculty with experience in the subject matter.
- 8.10.2 Workstation Observations  
Workstation observations for live interactive television classes shall be conducted by the team members visiting the studio classroom. The observer should focus on both the live presentation and the televised version on the in-studio monitors.
- 8.10.3 Student Reviews  
The team will use the online student review system, with the alternatives of mail-in and regular in-class reviews to be available for students who do not have online capability. The team and the faculty member under review will come to an agreement about how student reviews will be handled in the particular live interactive course under review.

##### **Student Review of Faculty Performance (Online Version)**

1. Provides and follows the course syllabus.

2. Requires textbooks and/or materials that are connected to the course.
3. Provides an orientation that helped prepare me for this course.
4. Assigns homework problems, exercises, readings or other class activities that help achieve the goals of the course.
5. Provides material in the online site that is easy to find and use.
6. Is well prepared.
7. Explains the subject clearly.
8. Answers questions clearly.
9. Encourages student participation.
10. Is accessible to students (for example, responds to email, is available in discussion forums, keeps regular office hours).
11. Is knowledgeable and cares about the subject.
12. Gives tests, papers and/or other assignments that cover the course's material.
13. Grades with a system that seems fair.
14. Is fair and impartial to all students.
15. Rank the overall quality of instruction so far.

#### NARRATIVE SECTION

1. What is the most valuable part of this course?
2. What is the least valuable part of this course?
3. How could this course be better?
4. What could you have done to be a better student in this course?
5. Do you have any general observations or helpful comments to offer about this course?

#### 8.11 **Review of Telecourses**

Because of the varying ways in which these courses are conducted, the team and the faculty member under review will mutually agree as to the specifics of how both workstation observations and student reviews will be conducted in the classes under review.

**8.12 Long-term Temporary Faculty (six-month and one-year)**

8.12.1 The performance review of long-term temporary faculty shall mirror the tenure-track faculty review process as outlined in Article 8.6.

8.12.1.1 For six-month appointments, the performance review must take place in the semester of the contract.

8.12.1.2 For one-year appointments, the performance review may take place in either the fall or spring semester.

**8.13 Categorically-Funded Faculty Performance Review**

Performance review of categorically-funded, full-time, non-tenure-track faculty will follow the patterns for tenure-track faculty for the first four (4) years, except that there will be no recommendation for tenure in the fourth year. After the first four (4) years, the categorically funded faculty performance review will follow the review processes of the tenured faculty.

**8.14 Special Circumstances**

Under special circumstances, all regular and temporary faculty are subject to an additional or out-of-cycle review upon written request by administration or faculty. A special circumstances review may be requested under two (2) conditions: a Reassignment Review or a Special Review.

8.14.1 Conditions for Reassignment Review

The Area Dean or other appropriate administrator or faculty in the receiving department or program may request a performance review out of cycle for a regular faculty member who has been voluntarily or involuntarily reassigned to a secondary service area and who has not been evaluated in the secondary service area within three (3) years prior to the transfer. The following conditions must apply:

- a. The reassignment represents more than .500 of the faculty member's load; and
- b. The current performance review team does not include discipline representatives from the new service area.

8.14.1.1 Reassignment Review Committee

8.14.1.1.1 Tenure-Track Faculty

If the faculty member under review maintains a split load, the administrator and faculty on the existing performance review team, in consultation with the faculty member under review, will identify which of the faculty members on the team will be replaced by a discipline specialist from the unrepresented service area. The Academic Senate President will be notified in writing that a new team member must be appointed.

8.14.1.1.2 Tenure Faculty  
A new performance review team will be composed with discipline specialists from the secondary service area.

8.14.1.2 Reassignment Review

8.14.1.2.1 Tenure-Track Faculty  
The review will be conducted according to procedures and timelines established in 8.6.

8.14.1.2.2 Tenured Faculty  
The review shall be conducted after the first semester in which the faculty member is teaching .500 or more in the secondary service area and shall be conducted according to procedures and timelines established in 8.7.

8.14.1.2.3 Prior to the beginning of the semester of review, the appropriate administrator will notify the Academic Senate President of the name of the person(s) whose performance review are to be conducted as a result of voluntary or involuntary transfer to a secondary performance review service area.

8.14.1.2.4 Procedure A, the more rigorous procedure, shall be used in alternate review cycles upon recommendation of the peer review team.

8.14.2 Conditions for Special Review

The Area Dean or other appropriate administrator or faculty may request a special review only for the following reasons:

- a. Complaints that an instructor is not teaching the approved course curriculum.
- b. Evidence of behavior suggesting mental or physical impairment that would make it impossible for the faculty member to perform the normal duties assigned.
- c. Abusive treatment of students and/or staff.
- d. Violations of the faculty code of ethics as adopted by the Academic Senate and endorsed by LRCFT.
- e. Evidence of violation of sexual harassment and/or discrimination laws.

Special reviews are not to be requested in issues involving academic freedom.

8.14.2.1 Special Review Committee

8.14.2.1.1 *Membership*

The committee shall be composed of the following:

- a. The President's management designee.
- b. The appropriate Vice President.
- c. The Academic Senate President
- d. A faculty member appointed by the LRCFT College President.

8.14.2.1.2 In case of a tie vote in the committee on whether or not a special review shall be held, the College President shall make the final determination.

8.14.2.2 Special Review

If a special review is invoked, a review team will be formed. The special review team will consist of one (1) manager appointed by the College President, one (1) faculty member appointed by the LRCFT College President, and one (1) faculty member appointed by the Academic Senate President. The manager and the faculty may not necessarily be from the area of the faculty member being reviewed. The special review team will determine which options, as outlined for the review of the particular category of faculty, will be used in the special review process modified to be appropriate to the reasons cited for the special review. The appropriate Vice President and the LRCFT College President will meet separately with the faculty member to be reviewed and the special review team to discuss the reasons for the special review. The review will be conducted according to procedures and time lines established by the team.

8.15 **Miscellaneous**

8.15.1 Amendments

Both parties recognize that the procedures for performance review may need adjustment or modification as they are followed. It is agreed, therefore, that this article may be amended by the parties as necessary and mutually agreed to during the term of this contract.

8.15.1.1 A faculty member who alleges a violation of the review process in his/her performance review may use the grievance procedures under Article 13 of this Agreement.

8.15.1.2 Issues that have not been raised formally and documented during the performance review period may not be used negatively in the performance review.

8.15.2 Student Reviews

The Student Review of Faculty and Student Review of Faculty (Online) forms for classroom instructors shall be uniform throughout the District. They shall be

administered and collected by someone other than the faculty member under review or any of his/her current students. The faculty member under review will not be present during the administration of the review form. The Area Dean is responsible for the student review process.

- 8.16 At the District level, a Performance Review Study Committee shall be jointly convened by the LRCCD and LRCFT to explore alternate models for faculty performance review.
  - 8.16.1 The committee shall be comprised of equal numbers of LRCFT representatives and LRCCD representatives.
  - 8.16.2 The committee is charged with exploring and recommending alternate models for performance review to be considered for future contract negotiations. This shall be accomplished by defining each issue related to performance review, listing the interests of all affected parties, and identifying reasonable options to meet those interests and resolve the issues. The committee will then develop a white paper identifying strengths and weaknesses of alternate models.
  - 8.16.3 The committee may create subcommittees, comprised of equal numbers of unit members and LRCCD representatives, to include members more knowledgeable of particular assigned performance review issues and may delegate its charges to such subcommittees.
  - 8.16.4 The Performance Review Study Committee shall convene 120 days after ratification of the 2005-2008 contract.