

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, encourage reflection, 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; to encourage regular and substantive faculty student interaction; 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

Education Code §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, DSP&S professionals, EOP&S professionals, coordinators, and individuals employed to perform a service that, before July 1, 1990, required nonsupervisory, non-management community college certification qualifications. (Education Code §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.

8.3.6 *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 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.

Original individual student reviews will be returned to the faculty after grades have been submitted. For tenure-track faculty, the District may maintain copies no longer than one (1) semester following the fourth year of review or until a grievance has been resolved. For all other faculty, the District may maintain copies no longer than one (1) semester or until a grievance has been resolved, or unless there is a disciplinary process underway for which the reviews may be relevant. The District's handling of online student reviews is summarized below.

Student reviews will be administered online unless determined otherwise by the review team or the faculty member under review by the second week of the semester. The Area Dean will, prior to the start of the semester in which the review is to occur, send a Pre-Semester Notification Email to the faculty member under review informing them that student reviews will be conducted online unless the faculty member elects to have on-ground reviews, and that the faculty member must convey their decision about this matter to the Area Dean by the end of Week 2. Online reviews of on-ground classes will use the review form for on-ground classes.

Timing of Student Reviews

For classroom faculty, on-ground student reviews occur between the 6th-15th week. Online student reviews occur in Canvas during week six (6) for 8-week-1 classes and week twelve (12) for 16-week classes, and in the 4th week of 8-week-2 classes. Faculty teaching 16-week classes may change the week of their online student reviews to any week between the 6th-12th week by mutual agreement with the review team.

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.

Timeline of Handling Online Student Reviews

- Once online student reviews are completed by DO-IT, they are sent to the appropriate Dean in PDF format.

- The Dean then shares the student reviews with the Performance Review Team (PRT) members via email with a note that once the student reviews are read, they should be deleted from the PRT member's computer.
- The Dean holds the PDF review forms until the faculty member under review submits grades at which time the Dean or a designee (like the Administrative Assistant) emails the PDF forms to the faculty member.
- Once the faculty member receives the student reviews, the Dean and/or designee then deletes the PDF forms.
- DO-IT deletes all reviews one month after the end of the semester, unless there is a disciplinary process underway for which the reviews may be relevant.

8.3.7 *Equity Reflection*

The equity reflection is intended to foster a conversation and to facilitate discussion among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically underrepresented groups and disproportionately impacted populations. The reflection should be used to help advance individual professional development and institutional dialogue on change.

The reflection document must not be used as evidence to support a less than satisfactory rating; however, nothing in the reflection process shall limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with Section 8.15.1.2.

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 with diverse and/or special needs and/or different learning styles.
- 8.4.1.4 Provides clear course information, assignments and directives to students, including an introduction to the class.

- 8.4.1.5 Interacts with students and colleagues across employee groups with dignity and respect.
- 8.4.1.6 Promotes an inclusive 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 by the end of the second week of the term for 16-week classes and end of first week for 8-week classes.
- 8.4.1.8 Provides students with timely grading on assignments/assessments. Informs students of grades/academic status on a regular basis.
- 8.4.1.9 Maintains required office hours (may not be applicable to adjunct faculty); makes oneself available to students; meets classes as assigned.
- 8.4.1.10 Meets obligations on time; e.g., grades, requisitions, schedules, textbook orders, rosters, syllabi.
- 8.4.1.11 Maintains current knowledge of field in performance of assignment.
- 8.4.1.12 Demonstrates evidence of preparation in area of assignment.
- 8.4.1.13 Demonstrates evidence of participation in professional growth and development activities.
- 8.4.1.14 Demonstrates evidence of participation in college service activities as defined in Section 4.1.3 (not required for adjunct faculty).
- 8.4.1.15 Works cooperatively and effectively with others.
- 8.4.1.16 Participates in performance review process and serves on performance 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 diverse and/or special needs and/or different learning styles.
- 8.4.2.3 Provides clear information and directives to students.

- 8.4.2.4 Interacts with students and colleagues across employee groups with dignity and respect.
- 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 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 service activities as defined in Section 4.1.3 (not required for adjunct faculty).
- 8.4.2.10 Works cooperatively and effectively with others.
- 8.4.2.11 Participates in performance review process and serves on performance review committees when requested (not required for adjunct faculty).
- 8.4.2.12 Meets obligations on time (e.g., student appointments schedules, event or travel requisitions, etc.).
- 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 Promotes an inclusive 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 diverse and/or 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 Interacts with students and colleagues across employee groups with dignity and respect.
- 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 Promotes an inclusive classroom or 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 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 service activities as defined in Section 4.1.3 (not required of adjunct faculty).
- 8.4.3.16 Works cooperatively and effectively with others.
- 8.4.3.17 Participates in performance review process and serves on performance 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/clientele with diverse and/or 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 Promotes an inclusive 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 preparation, planning, organization, and implementation of health services.
- 8.4.4.16 Demonstrates evidence of participation in college service activities as defined in Section 4.1.3 (not required of adjunct faculty).
- 8.4.4.17 Orients and participates in the evaluation of health services staff; participates in performance review process and serves on performance 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 composed 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 Promotes an inclusive 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 oneself available to students, staff, clientele, and appropriate administrators.
- 8.4.5.5 Meets obligations on time; e.g., requisitions, schedules, reports, syllabi, grades, textbook orders, rosters, and student/clientele 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 service activities as defined in Section 4.1.3 (not required of adjunct faculty).
- 8.4.5.9 Works cooperatively and effectively with others.
- 8.4.5.10 Participates in performance review process and serves on performance 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 diverse and/or special needs and/or different learning styles.
- 8.4.5.13 Provides clear course information, assignments and directives to students, including an introduction to the class.
- 8.4.5.14 Demonstrates evidence of careful preparation in area of assignment.
- 8.4.5.15 Provides students with timely grading on assignments/assessments. Informs students of grades/academic status on a regular basis.
- 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 by the end of the second week of the term for 16-week classes and end of the first week of the term for 8-week classes.
- 8.4.5.17 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.
- 8.4.5.18 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:

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

When coordinator does research, scheduling or planning:

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

Other selectable standards and criteria:

- 8.4.5.30 Demonstrates flexibility in providing coverage to meet the needs of the department or program.
- 8.4.5.31 Adheres to appropriate professional standards, as applicable.
- 8.4.5.32 Effectively schedules, assigns and/or monitors student help.
- 8.4.5.33 Effectively updates, revises and/or creates programs and/or services.
- 8.4.5.34 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 students/clientele with diverse and/or special needs and/or different learning styles.
- 8.4.6.4 Interacts with students and colleagues across employee groups with dignity and respect.
- 8.4.6.5 Promotes an inclusive 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 by the end of the second week of the term for 16-week classes and end of first week of the term for 8-week classes.
- 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 Maintains required office hours; is available to students/clientele; meets classes as assigned.
- 8.4.6.10 Meets obligations on time; e.g., grades, requisitions, schedules, textbook orders, rosters, syllabi.
- 8.4.6.11 Maintains current knowledge of the field, including District, COA and sports association compliance and certification, and safety standards.
- 8.4.6.12 Demonstrates evidence of preparation and active participation in area of assignment.
- 8.4.6.13 Demonstrates evidence of participation in professional growth and development activities.
- 8.4.6.14 Demonstrates evidence of participation in college service activities as defined in Section 4.1.3 (not required of adjunct faculty).
- 8.4.6.15 Works cooperatively and effectively with others, including working with athletic counselors and other faculty to assist students in achieving their educational goals.
- 8.4.6.16 Participates in performance review process and serves on performance 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 Timelines

The timelines 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 Performance 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 (Section 8.6.1.2.1)	Primary Service Area	
List of Faculty for Review	Area Dean to Academic Senate	Prior to classes
Pre-Semester Notification Email (Section 8.3.6)	Area Dean to faculty under review	Prior to classes
Request for on-ground student reviews (Section 8.3.6)	Faculty under review to Area Dean	End of 2nd week
Two Tenured Faculty (Sections 8.6.1.2.2, 8.6.1.2.3)	Academic Senate President	End of 3rd week
Peremptory Challenge (Section 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:

Review Elements – Section 8.6.2	Timelines*
a. Pre-Review Conference	By the 6th week
b. Informal Advisement	Entire semester
c. Self-Study and Equity Reflection	By the 6th week (years 2, 3, & 4 only)
d. Workstation Observations	6th-15th week: At least one (1) workstation observation must be completed before the mid-semester meeting
e. Student Reviews	On-ground student reviews occur between the 6th-15th week
Review Elements – Section 8.6.2	Timelines*
	Online student reviews will occur in Canvas during week six (6) for 8-week-1 classes and week twelve (12) for 16-week classes, and in the 4th week of 8-week-2 classes. Faculty teaching 16-week classes may change the week of their online student reviews to any week between the 6th-12th week by mutual agreement with the review team.* At least one (1) classroom student review must be completed before the mid-semester meeting**
f. Mid-Semester Meeting	8th-10th week
g. Review Team Conference	13th-17th week
h. Performance Review Conference	15th-17th week
i. Faculty Performance Review Form	End of the Fall semester

*Appropriate adjustments made for other-term classes

**Appropriate adjustments made for Librarians, Counselors, and Nurses per 8.3.6 and 8.6.2.f

8.6.1 Tenure-Track Faculty Performance 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 their 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 Performance 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 (1) 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 (1) 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 Performance 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) preemptory challenge concerning the composition of their 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 (6th) week of the semester of the review.

d. *Equity Reflection*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix E1.

e. *Workstation Observation*

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.

f. *Student Reviews*

Student reviews will be administered in a minimum of three (3) classes and when practicable for each class preparation. Student reviews from a minimum of one (1) class must be completed before the mid-semester review meeting. For counselors and nurses, a minimum of one (1) week must be specified and student reviews administered prior to the midsemester review meeting. 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 (Section 8.8.2.1.d).

g. *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.

h. *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 reviews. All elements of the performance review must be completed prior to the review team conference. 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.

i. *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.

j. *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.

8.6.3.1 Spring Semester Tenure-Track Appointments: Year Zero (0) of Tenure Track

This section applies to faculty members who are newly appointed to a tenure-track position in the Spring semester, and who did not work for the District at a load of 0.5 FTE or greater during the immediately preceding Fall semester.

If the first semester of tenure-track employment falls during the Spring semester, the first Spring performance review is conducted to conform to California Education Code §87663a. The review is placed in the reviewee's personnel file, but the reviewee is not required to respond to any recommendations from the first Spring review in the subsequent Fall review, nor will any aspects of the first Spring review be used to sustain a less than satisfactory review or a non-renewal of the faculty member's contract during the subsequent Fall semester. Observations and recommendations from the first Spring review may be used in the second and subsequent probationary years if they are relevant to an ongoing pattern of practice or behavior. Year One (1) of the faculty member's tenure-track appointment and reviews begins in Fall of the academic year immediately following the Spring semester of hiring. The faculty member will not be required to complete a Self Study or Equity Reflection for that Spring semester review.

8.6.3.1.1 It is the Area Dean's or appropriate administrator's responsibility to inform the faculty review team members of the nature of any Spring review of new tenure-track faculty,

8.6.3.1.2 The Academic Senate President, in consultation with the Dean and the Department Chair, may opt to appoint new members of the Review Team for the start of the tenure-track review cycle the following Fall. The new Review Team must be approved by the Academic Senate President.

8.6.3.2 Spring Semester Tenure-Track Appointments: Year One (1) of Tenure Track

This section applies to faculty members who are newly appointed to a tenure-track position in the Spring semester, and who also worked for the District at a load of 0.5 FTE or greater during the immediately preceding Fall semester.

If the first semester of tenure-track employment falls during the Spring semester, the first Spring performance review is conducted to conform to California Education Code §87663a.

The review is placed in the reviewee’s personnel file, and the reviewee is required to respond to recommendations from the first Spring review in the subsequent Fall review. Year Two (2) of the faculty member’s tenure-track appointment and reviews begins in Fall of the academic year immediately following the Spring semester of hiring. The faculty member will not be required to complete a Self Study or Equity Reflection for that Spring semester review.

8.6.3.2.1 It is the Area Dean’s or appropriate administrator’s responsibility to inform the faculty review team members of the nature of any Spring review of new tenure-track faculty,

8.6.3.2.2 The Academic Senate President, in consultation with the Dean and the Department Chair, may opt to appoint new members of the Review Team for the start of the tenure-track review cycle the following Fall. The new Review Team must be approved by the Academic Senate President.

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

Committee	Assigned By	Timelines
Area Dean/Administrator (Section 8.7.2.2)	Primary Service Area	
List of Faculty for Review	Area Dean to Academic Senate	Prior to classes
Pre-Semester Notification Email, including Type A/B notification (Section 8.3.6)	Area Dean to the faculty under review	Prior to classes*
Request for on-ground student reviews (Section 8.3.6)	Faculty under review to Area Dean	End of 2nd week
Two Tenured Faculty (Sections 8.7.2.2.1-8.7.2.2.4)	Academic Senate President	End of 3rd week
Committee	Assigned By	Timelines

Peremptory Challenge (Section 8.7.2.2.3)	Faculty under review	3 weeks after being notified of the team
Fall vs. Spring Evaluation	Area Dean	4th week of the Fall semester

The two (2) tracks shall incorporate the following elements, procedures, and timelines:

Review Elements	Procedure A (Section 8.7.3.1)	Procedure B (Section 8.7.3.2)	Timelines*
a. Pre-Review Arrangements	Yes	Yes	By the 6th week**
b. Self-Study and Equity Reflection	Yes	Yes	By the 6th week**
c. Workstation Observations	Yes	Optional	By the 15th week**
d. Student Reviews	Yes	Yes	On-ground student reviews occur between the 6th-15th week. Online student reviews occur in Canvas during week six (6) for 8week-1 classes and week twelve (12) for 16-week classes, and in the 4th week of 8week-2 classes. Faculty teaching 16-week classes may change the week of their online student reviews to any week between the 6th-12th week by mutual agreement with the review team.* At least one (1) classroom review must be completed

Review Elements	Procedure A (Section 8.7.3.1)	Procedure B (Section 8.7.3.2)	Timelines*
			before the midsemester meeting.***
e. Review Team Conference	Yes	Yes	15th-17th 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 other-term classes

**of the Fall or Spring semester under review

*** Appropriate adjustments made for Counselors and Nurses per 8.3.6 and 8.6.2.f

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 (6th) week of the semester of review. For faculty on a 174-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 Section 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 Section 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 (1) of two (2) 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 (2) or more administrative areas, then the Area Dean or appropriate administrator who supervises the area in which the faculty member performs most of their 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 closelyrelated 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) peremptory 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 performance 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 (4th) week of the fall semester. Within the first six (6) weeks of the semester under review, the team establishes, by email, 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 Section “a” above. The self-study shall address “as defined in Section 4.1.3.” (See Sections 8.4.1.14, 8.4.2.9, 8.4.3.15, 8.4.4.16, and 8.4.5.8).

c. *Equity Reflection*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix E1.

d. *Workstation Observation*

A minimum of three (3) workstation observations will be conducted by members of the team.

e. *Student Reviews*

Student reviews will be administered in a minimum of three (3) classes and, when practicable, for each class preparation. 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 (Section 8.8.2.1.d).

f. *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 reviews. All elements of the performance review must be completed prior to the review team conference. 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 Section 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.

g. *Post-Review Conference*

All review team members and the faculty member meet. 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.

h. *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 performance 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. *Equity Reflection*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix E1.

d. *Workstation Observations*

Do not normally occur in Procedure B. Only at the request of the faculty member under review may workstation observations occur.

e. *Student Reviews*

Student reviews will be administered in a minimum of three (3) classes and, when practicable, for each class preparation. 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 (Section 8.8.2.1d).

f. *Review Team Conference*

All elements of the performance review must be completed prior to the review team conference. All team members meet to discuss the results of the syllabi, selfstudy, workstation observations (if conducted), the review of professional responsibilities, administrative documentation, and the student reviews, and use the same Procedures as in A.

g. *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.

h. *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 Performance 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 1st week
Pre-Semester Notification Email, including Type A/B notification (Section 8.3.6)	Area Dean to faculty under review	Prior to classes*
Request for on-ground student reviews (Section 8.3.6)	Faculty under review to Area Dean	End of 2nd week
One Faculty Member - Minimum of Preferred Adjunct (Section 8.8.1.1c)	Academic Senate President	By the 3rd week
Department Chair (ex-officio) (Section 8.8.1.1.e)	Academic Senate President	By the 3rd week
Peremptory Challenge (Section 8.8.1.1.c.1)	Faculty under review	3 weeks after being notified of team
Workstation Observers (Sections 8.8.1.1d, 8.8.2.1c) Faculty on team – Required	Academic Senate President	TBA
Area Dean – Optional Dept. Chair (ex-officio) – Optional Additional Faculty – Optional by Team		

Change Type B to A (Section 8.8.2.1a)	Adjunct Faculty under review	By the 6th week*
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Review Elements	Procedure A (Section 8.8.2.1)	Procedure B (Section 8.8.2.2)	Timelines*
a. Pre-Review Arrangements	Yes	Yes	By the 6th week
b. Self-Study and Equity Reflection First Review	Yes No	Yes	By the 6th week
c. Workstation Observation	Yes	No	3rd-15th week
d. Student Reviews	Yes	Yes	On-ground student reviews occur between the 6th-15th week. Online student reviews occur in Canvas during week six (6) for 8week-1 classes and week twelve (12) for 16-week classes, and in the 4th week of 8week-2 classes. Faculty teaching 16-week classes may change the week of their online student reviews to any week between the 6th-12th week by mutual agreement with the review team.*
Review Elements	Procedure A (Section 8.8.2.1)	Procedure B (Section 8.8.2.2)	Timelines*

			At least one (1) classroom review must be completed before the mid-semester meeting.***
e. Review Team Conference	Yes	Yes	14th-17th week
f. Post-Review Conference	Yes	Optional <i>(Unless an overall “Needs Improvement” or “Unsatisfactory” is marked)</i>	Before end of semester
g. Faculty Performance Review Form	Yes	Yes	End of semester under review

**Appropriate adjustments made for other-term classes **of the Fall or Spring semester under review.*

**** Appropriate adjustments made for Counselors and Nurses per 8.6.2.f*

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 Section 8.8.1.1.f.

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 from the discipline or related discipline and the Area Dean. For the purposes of reviewing online courses, if the faculty member serving on the review team does not have experience teaching online, an ex-officio faculty member

may be appointed at the request of the adjunct faculty member undergoing review or the performance review team. Appointment as an ex-officio member requires consensus by the Area Dean and the appointed faculty member and approval by the Academic Senate President (or designee). The ex-officio faculty member has no vote in the final evaluation decision.

- 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.

8.8.1.1.c.1 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.

8.8.1.1.c.2 The preemptory challenge may not be used in the adjunct's first review cycle.

8.8.1.1.c.3 This Section (8.8.1.1.c.1 – 8.8.1.1.c.3) is a pilot program. These changes will be reviewed annually by the LRCFT and LRCCD. Either party may, in June of any academic year under this contract, provide written notice of its intent to terminate, modify, or renegotiate the terms of this Section 8.8.1.1.c.1 at the end of the current academic year. This pilot

program will expire on June 30, 2026, unless the parties agree to continue and/or modify this pilot program for any future contracts.

- 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 performance review team may carry out a workstation observation.
- e. If the Department Chair is not appointed on the adjunct performance 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 their obligations in the review process, the Area Dean or appropriate administrator shall give written notice to the performance 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 (2) tracks. Procedure A, the more rigorous procedure, shall be used for the review of all non-preferenced 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 email, 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 Section “a” above. The self-study is not required of adjunct faculty in their first year of review.

c. *Equity Reflection*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix F1.

d. *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 performance review team.

e. *Student Reviews*

Student reviews will be administered in a minimum of one (1) class and, whenever practicable, for each course preparation.

f. *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 reviews, workstation observations, administrative documentation, and the review of professional responsibilities. All elements of the performance review must be completed prior to the review team conference. 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.

g. *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.

h. *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 and Procedures of B

a. *Pre-Review Arrangements*

By week six (6) of the semester of review, the team, in conjunction with the faculty member under review, establishes, by email, 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 Section “a” above. The self-study is not required of adjunct faculty in their first year of review.

c. *Equity Reflections*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix F1.

d. *Workstation Observation*

Does not occur in Procedure B.

e. *Student Reviews*

Student reviews will be administered in a minimum of one (1) class for each course assignment.

f. *Review Team Conference*

The review team will meet to jointly determine the performance rating as in Procedure A. All elements of the performance review must be completed prior to the review team conference.

g. *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.

h. *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 Education Code §87663 *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 LRCFT 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 teach online courses, the following review process will apply. 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 100% online courses (asynchronous or synchronous), the “workstation observation” shall include both an opportunity for the assigned team reviewer(s) to meet with the faculty member for a joint overview of the course and separate workstation observations through reviewer log-in to the course.

- a. The joint overview of the course includes time in which the assigned reviewer(s) will meet with the faculty member under review to observe the online course, including course organization and instructional design, assessment of student work, accuracy and currency of course materials, and how the faculty member maintains regular and substantive/effective faculty initiated contact with students.
- b. When making arrangements for the separate workstation observations, the reviewer(s) will request the faculty member provide the reviewer(s) with access to the LMS in the “Reviewer” role and any particular handouts specific to the online course.
- c. The reviewer(s) and the faculty member being reviewed shall jointly determine the timing of the workstation observations within the confines of the timelines outlined in Sections 8.6, 8.7, and 8.8. Reviewers will have access to the online course for 7 days for all classes (regular term, 8w1 and 8w2, etc.).

8.9.3 For 100% online courses, student reviews will be administered online. For all other courses, student reviews will be administered in a manner consistent with Section 8.3.6.

8.9.4 If a tenure-track or tenured faculty member under review is teaching online courses, and if, in the exercise of the peremptory challenge, they exclude the online faculty member of the review team, the replacement should be another faculty member with experience in online instruction, if possible.

8.9.5 LRCFT and LRCCD will jointly develop training materials to help ensure that performance review team members are educated about distance education courses and prepared to effectively review online instruction.

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

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

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

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

8.11 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.

8.12 Evaluation for Counselors and Librarians Teaching Classes as Overload

This provision only applies to the evaluation of overload teaching assignments for counselors and librarians within their primary service area.

8.12.1 Timelines and Membership

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 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, if required, so that it will be prepared by the sixth week of the semester of the review. A 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 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 academic year. Failure on the part of the team to meet its obligations will invoke the provisions of Section

8.12.1.1.c.

8.12.1.1 Faculty Review Team Appointments

- a. The review team shall consist of the Area Dean and one (1) faculty member from the discipline or related discipline of the course the faculty member under review is teaching.
- b. 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.
- c. If appointments are not made by the end of week three (3) or the faculty member of the team fails to meet their obligations in the review process, the Area Dean or appropriate administrator shall give written notice to the performance 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.

8.12.2 Typically the review shall take place outside the regular review cycle.

8.12.3 One member of the performance review team must have classroom teaching experience as instructor of record.

8.12.4 Evaluation Criteria

8.12.4.1 Communicates subject matter clearly, correctly and effectively.

8.12.4.2 Adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.

8.12.4.3 Adjusts methodologies for students/clientele with special needs and/or different learning styles.

8.12.4.4 Provides clear course information, assignments and directives to students.

8.12.4.5 Interacts with students and colleagues across employee groups with dignity and respect.

8.12.4.6 Promotes an inclusive classroom or workplace environment that is free from harassment, prejudice or bias.

8.12.4.7 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 by the end of the second week of the term for 16-week classes and end of first week for 8-week classes.

8.12.4.8 Provides students with timely grading on assignments/ assessments. Informs students of grades/academic status on a regular basis.

8.12.4.9 Makes oneself available to students/clientele; meets classes as assigned.

8.12.4.10 Meets obligations on time; e.g., grades, requisitions, schedules, textbook orders, rosters.

8.12.4.11 Maintains current knowledge of field in performance of assignment.

8.12.4.12 Demonstrates evidence of careful preparation in area of assignment.

8.12.4.13 Demonstrates evidence of participation in professional growth and development activities.

8.12.4.14 Works cooperatively and effectively with others.

8.12.5 Self-Study: A self-study shall only be required if the previous evaluation of the overload teaching assignment contained recommendations. If required, the self-study can be limited to a response to the recommendations.

8.12.5.1 The performance review of Counselors and Librarians teaching overload within their primary service area shall consist of two (2) tracks. Procedure A, the more rigorous procedure, shall be used for the first review and at least every other review cycle thereafter. Procedure B, the less rigorous procedure, will be used only after a “satisfactory” Procedure A performance review.

8.12.5.2 Elements and Procedures of A

a. *Pre-Review Arrangements*

A 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 email, 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 if required per 8.14.5 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 Section “a” above.

c. *Equity Reflection*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix F1.

d. *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 has the option of performing a workstation observation.

e. *Student Reviews*

Student reviews will be administered in a minimum of one (1) class and, whenever practicable, for each course preparation.

f. *Review Team Conference*

The review team will meet to jointly determine the performance rating of the faculty member under review using the syllabi, self-study if required, student reviews, workstation observations, administrative documentation, and the review of professional responsibilities. All elements of the performance review must be completed prior to the review team conference. 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.

g. *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.

h. *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.

8.12.5.3 Elements and Procedures of B

a. *Pre-Review Arrangements*

By week six (6) of the semester of review, the team, in conjunction with the faculty member under review, establishes, by email, telephone, etc., timelines for itself and the faculty member to complete the required tasks before the end of the semester. A 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 if required per 8.14.5 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 Section “a” above.

c. *Equity Reflection*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix F1.

d. *Workstation Observation*

Does not occur in Procedure B.

e. *Student Reviews*

Student reviews form will be administered in a minimum of one (1) class for each course assignment.

f. *Review Team Conference*

The review team will meet to jointly determine the performance rating as in Procedure A. All elements of the performance review must be completed prior to the review team conference.

g. *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.

h. *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.

8.12.6 Payment for Workstation Observations: A faculty member who conducts workstation observations will be paid the rate agreed upon by the LRCFT and LRCCD.

8.12.7 The outcome of the evaluation process for overload teaching assignments shall not affect the counselor's or librarian's evaluation of their regular assignment.

8.13 Evaluation for adjunct counselors and adjunct librarians teaching HCD or Library classes

This provision only applies to the evaluation of HCD or Library teaching assignments for adjunct counselors and adjunct librarians.

8.13.1 Timelines and Membership

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 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, if required, so that it will be prepared by the sixth week of the semester of the review. A 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 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 academic year. Failure on the part of the team to meet its obligations will invoke the provisions of Section 8.12.1.1.c.

8.13.1.1 Faculty Review Team Appointments

- a. The review team shall consist of one (1) regular faculty member, part-time tenured faculty member or adjunct faculty member with preference and the Area Dean.
- b. 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 faculty named in "a" above.
- c. If appointments are not made by the end of week three (3) or the faculty member of the team fails to meet their obligations in the review process, the Area Dean or appropriate administrator shall give written notice to the performance 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.

8.13.2 Typically the review shall take place outside the regular review cycle.

8.13.3 One member of the performance review team must have classroom teaching experience as instructor of record.

8.13.4 Evaluation Criteria

8.13.4.1 Communicates subject matter clearly, correctly and effectively.

8.13.4.2 Adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.

8.13.4.3 Adjusts methodologies for students/clientele with special needs and/or different learning styles.

8.13.4.4 Provides clear course information, assignments and directives to students.

8.13.4.5 Interacts with students and colleagues across employee groups with dignity and respect.

8.13.4.6 Promotes a classroom or workplace environment that is free from harassment, prejudice or bias.

8.13.4.7 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 by the end of the second week of the term for 16-week classes and end of first week for 8-week classes.

8.13.4.8 Provides students with timely grading on assignments/assessments. Informs students of grades/academic status on a regular basis.

8.13.4.9 Makes oneself available to students/clientele; meets classes as assigned.

8.13.4.10 Meets obligations on time; e.g., grades, requisitions, schedules, textbook orders, rosters.

8.13.4.11 Maintains current knowledge of field in performance of assignment.

8.13.4.12 Demonstrates evidence of careful preparation in area of assignment.

8.13.4.13 Demonstrates evidence of participation in professional growth and development activities.

8.13.4.14 Works cooperatively and effectively with others.

8.13.5 Self-Study

A self-study for the teaching element shall only be required if the previous evaluation of the teaching assignment contained recommendations. If required, the self-study can be limited to a response to the recommendations. (Referenced above in 8.13.1).

8.13.5.1 The performance review of Adjunct Counselors and Librarians teaching HCD/Library Science classes shall consist of two (2) tracks. Procedure A, the more rigorous procedure, shall be used for the review of all non-preferenced 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.

8.13.5.1.1 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 email, 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 if required per 8.13.5 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 Section “a” above.

c. *Equity Reflection*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix F1.

d. *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 has the option of performing a workstation observation.

e. *Student Reviews*

Student reviews will be administered in a minimum of one (1) class and, whenever practicable, for each course preparation.

f. *Review Team Conference*

The review team will meet to jointly determine the performance rating of the faculty member under review using the syllabi, self-study if required, student reviews, workstation observations, administrative documentation, and the review of professional responsibilities. All elements of the performance review must be completed prior to the review team conference. 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.

g. *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.

h. *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.

8.13.5.1.2 Elements and Procedures of B

a. *Pre-Review Arrangements*

By week six (6) of the semester of review, the team, in conjunction with the faculty member under review, establishes, by email, telephone, etc., timelines for itself and the faculty member to complete the required tasks before the end of the semester. A 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 if required per 8.13.5 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 Section "a" above.

c. *Equity Reflection*

Each faculty member will prepare an Equity Reflection using the approved format as described in Appendix F1.

d. *Workstation Observation*

Does not occur in Procedure B.

e. *Student Reviews*

Student reviews will be administered in a minimum of one (1) class for each course assignment.

f. *Review Team Conference*

The review team will meet to jointly determine the performance rating as in Procedure A. All elements of the performance review must be completed prior to the review team conference.

g. *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.

h. *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.

8.13.6 Payment for Workstation Observations: A faculty member who conducts workstation observations will be paid the rate agreed upon by the LRCFT and LRCCD.

8.13.7 The outcome of the evaluation process for teaching assignments shall not affect the adjunct counselor’s or adjunct librarian’s evaluation of their counseling or librarian assignment.

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 0.5 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 Tenured Faculty

A new performance review team will be composed of 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 Section 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 0.5 or more in the secondary service area and shall be conducted according to procedures and timelines established in Section 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 performance 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. Documented evidence of behavior suggesting mental or physical impairment which causes significant concern regarding the ability of the faculty member to perform the normal duties assigned.
- c. Abusive treatment of students and/or employees.

Special reviews are not to be requested for 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 College 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, the LRCFT College President, and the special review team will meet jointly with the faculty member to be reviewed to discuss the reasons for the special review. The review will be conducted according to procedures and timelines 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 their 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 their 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.