

ARTICLE 4

PERFORMANCE REVIEW

4.1 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 yield 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.

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 the 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.

4.2 Performance Review Procedures:

4.2.1 Contract Faculty: Each contract (tenure-track) faculty employee shall be evaluated in writing in their first semester of employment, and at least once each year during the four-year probationary period, by a team consisting of the immediate supervisor and two peers, following the process and timeline outlined in section X.X.X of this article. A follow-up performance review may occur in the subsequent semester if recommended by the team.

4.2.2 Tenured Faculty: Every regular (tenured) faculty employee shall be evaluated in writing at least once every three years, by a team consisting of the immediate supervisor and two peers, following the process and timeline outlined in section X.X.X of this article. The performance review shall take place no later than the end of the academic year in which the review is due. A follow-up review may occur within the next two semesters if recommended by the team.

4.2.3 Adjunct Faculty: Each adjunct faculty employee shall be evaluated in writing each semester for the first two semesters of employment over a three-year period, and at least once every six semesters of employment, thereafter, following the process and timeline outlined in section X.X.X of this article. If the initial employment period does not include two semesters of employment over the first three years of employment, the performance review cycle shall revert to the initial requirement of the first two semesters over a three-year period. A follow-up review may occur within the next semester following any regularly scheduled performance review if recommended by the team.

4.2.4 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.

4.2.5 Temporary Full-Time Faculty: A full-time temporary faculty employee must be evaluated in writing in the first semester in which he/she is employed, following the process and timeline detailed below in article 4.5.

4.2.6 Retrained / Reassigned / Transferred Faculty: For tenured faculty who are reassigned to teach in a discipline other than the one for which they were initially hired, a special performance review in the new discipline will be conducted by their new dean and peers during the first semester of this new assignment. Forms and procedures for the review will be the same as those already in place.

4.3 Areas of Instructional Evaluation:

Instructional faculty shall be evaluated on the criteria listed below. If the faculty member performs other assignments such as counseling, librarian duties or coordination, refer to the evaluation areas for the specific assignment. See specific criteria below.

4.3.1 Teaching and Instructional Effectiveness – this area is required for all faculty who teach.

4.3.2 Area / Department Responsibilities and College-Wide Service

4.3.3 Professional Development

4.4 Standards and Criteria for Performance Review:

4.4.1 Professional Responsibilities - Classroom Faculty

Teaching Skills and Learning Environment

1. Communicates clearly, and effectively with students and other members of the college community, both in-person and digitally.
2. Adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.
3. Employs a variety of successful pedagogical approaches to learning.
4. Provides clear course information, assignments, grading criteria, expected turnaround time and directives to students, including an introduction to the class.
5. Interacts with students and colleagues across employee groups respectfully, positively, and constructively.
6. Promotes an inclusive classroom or workplace environment that is free from harassment, prejudice, or discrimination.

Instructional Organization and Planning

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. Provides students with timely grading on assignments/assessments. Informs students of grades/academic status on a regular basis.
9. Maintains required office hours (may not be applicable to adjunct faculty); makes oneself available to students; meets classes as assigned.
10. Meets obligations on time; e.g., grades, requisitions, schedules, textbook orders, rosters, syllabi, SLOs.

Professional Growth and Currency

11. Maintains current knowledge of field in performance of assignment. Demonstrates evidence of preparation in area of assignment.
12. Demonstrates knowledge and application of appropriate teaching tools and resources, including current trends and technology.
13. Demonstrates evidence of participation in professional growth and development activities.

College-wide Participation and Collegiality

14. Demonstrates evidence of participation in college service activities (not required for adjunct faculty). Flex activities meet a contractual obligation and are not considered college service.
15. Effectively plans, implements, promotes, evaluates, and accepts feedback on department programs and services.
16. Participates in peer review process and serves on peer review committees when requested (not required for adjunct faculty).
17. Provides students with information about their level of achievement and progress in class throughout the term of the course.

4.4.2 Professional Responsibilities – Counselors

The following criteria are intended for counselors:

1. Communicates clearly and effectively with students and other members of the college community, both in-person and digitally.
2. Adjusts counseling approaches to meet the diverse needs of students.
3. Provides clear information and guidance to students.
4. Promotes an inclusive environment that is free from harassment, prejudice, or discrimination.
5. Is approachable by students and helps them to feel comfortable asking for assistance.

6. Interacts with students and colleagues across employee groups respectfully, positively, and constructively.
7. Develops appropriate and accurate information for students, including education plans, academic petitions, informative multi-media/handouts, etc.
8. Maintains current knowledge of field in performance of assignment.
9. Demonstrates evidence of preparation in area of assignment.
10. Demonstrates evidence of participation in professional growth and development activities.
11. Demonstrates evidence of participation in college service activities (not required for adjunct faculty).
12. Participates in peer review process and serves on peer review committees when requested (not required for adjunct faculty).
13. Meets obligations on time (e.g., student appointments, schedules, student follow-up etc.).
14. Demonstrates flexibility in providing coverage to meet the needs of the department.
15. Meets required schedule.

4.4.3 Professional Responsibilities – Librarians

The following criteria are intended for librarians:

1. Demonstrates knowledge and application of appropriate information tools and resources, including current trends and library technology.
2. Contributes to building, organizing, accessing, and maintaining library collection.
3. Supports information literacy needs across the curriculum.
4. Employs a variety of successful pedagogical approaches to learning.
5. Communicates clearly and effectively with students and other members of the college community, both in-person and digitally.
6. Promotes an inclusive classroom or workplace environment that is free from harassment, prejudice, or discrimination.
7. Is approachable by students and helps them to feel comfortable asking for assistance.
8. Interacts with students and colleagues across employee groups respectfully, positively, and constructively.
9. Works cooperatively and effectively with Library faculty and staff.
10. Meets obligations on time; e.g., reports, product/service analysis, records, planning documents, orders, schedule requests, projects.
11. Maintains work schedule, in consultation with other library faculty, staff and library manager.
12. Demonstrates flexibility in providing coverage to meet the needs of the department.
13. Effectively plans, implements, promotes, evaluates, and accepts feedback on department programs and services.
14. Functions effectively with minimal supervision.
15. Demonstrates evidence of participation in professional growth and development activities.
16. Demonstrates evidence of participation in college service activities (not required of adjunct faculty).

17. Participates in peer review process and serves on peer review committees when requested (not required of adjunct faculty).

General Conditions

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.
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.
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.
4. If administration is unable to complete the evaluation in the faculty members' review cycle, the faculty members and/or managers may request the evaluation take place in the next academic year.

4.5 Timeline:

The performance review timeline may be adjusted by mutual consent with written confirmation by all parties. Except where otherwise specified, week numbers correspond to the semester in which the faculty member is to be reviewed. In addition to the following steps, review teams should be committed to on-going, proactive, and informal advisement to occur over the course of the whole peer review process, including on-going support for tenure-track faculty. Reviewers should also be available to assist the reviewee throughout the process. This assistance may include, but is not limited to, answering questions, making suggestions, sharing appropriate resources and classroom management tips.

If the faculty members of the peer review team fail to meet their obligations in the review process the administrator shall proceed with the review.

A. TEAM SELECTION; START OF THE ACADEMIC YEAR

B. PRE-REVIEW CONFERENCE; WEEKS 1-6

C. SELF-EVALUATION; BEFORE THE MID-SEMESTER MEETING (week 8-10)

D. WORKSITE OBSERVATIONS; WEEK 6-15

E. STUDENT EVALUATIONS: WEEK 6-15

F. MID-SEMESTER MEETING; WEEK 8-10

G. REVIEW TEAM CONFERENCE; WEEK 13-17

H. PERFORMANCE REVIEW CONFERENCE; WEEK 15-17

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

4.6 Student Review of Instructors and Counselors:

4.6.1 Student reviews shall be a part of a faculty member's performance review. When reviewing faculty members who teach more than one class, the faculty member shall be entitled to select one class for student review and the immediate supervisor(s) shall select one class. A faculty member may choose to have evaluations completed by students in additional classes. Faculty who are teaching at least one full class in overload will select a third class for student review.

4.6.2 A counselor will be reviewed by a minimum of 20% randomly selected students who have been counseled during the current semester by the faculty member. The counselor may choose to have additional student reviews.

4.6.3 Subsequent student reviews may be conducted in accordance with 4.4.1 above if the immediate supervisor(s) is conducting a subsequent performance review under 4.2.1, 4.2.2, and 4.2.3.

4.6.4 Student reviews shall not become the sole basis for any administrative decision to evaluate, terminate, deny tenure, discipline, or transfer a faculty member.

4.6.5 Student review form(s) shall be mutually agreed upon by the District and the Association and shall become a part of this Agreement. A narrative form may be substituted for the response form.

4.6.6 General Procedures:

A. The immediate supervisor's office shall be responsible for managing and coordinating the student evaluation.

B. Faculty members to be evaluated by their students in a given semester shall be notified prior to the evaluation taking place.

C. To allay student fears, student anonymity shall be protected throughout the student evaluation process.

D. The aggregate results of the student evaluation (and the evaluation forms) shall be made available to the faculty member only after all grades for the given semester have been processed.

E. Students shall never suffer any retaliation for evaluations or comments on the evaluation form, or for oral or written comments made to administrative evaluators or their designees.

F. Student evaluations are to be used as one source of evaluative information by evaluators in writing the formal evaluation of the instructor, a summary of which will be attached to the evaluation

4.7 Classroom Observations:

4.7.1 Each performance review shall be based upon at least two peer observations and one observation by the direct manager for Contract, Regular, and Temporary Full-time faculty, and one peer observation and one observation by the direct manager for Adjunct faculty, following the process and timeline detailed in this article. (Cite section of article.)

4.7.2 If a faculty member's assignment includes one or more online section(s), at least one team member will observe the online section. In the case of an online class observation, the reviewer(s) and the faculty member will mutually schedule at least one session during which the faculty member will navigate the online classroom in the presence of the reviewer(s). Faculty will be given the opportunity to explain and demonstrate 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, as well as evidence of meeting accessibility standards. (Ed code, Section 55204) In addition, each reviewer assigned to observe an online class will be added to the respective course shell as a student for an agreed-upon one-week period to allow the observation of instruction.

4.7.3 Data collection will include a pre-conference between reviewers and the instructor to obtain information which may include, but is not limited to; lesson plans, course syllabi, and course and class goals, or other information pertaining to the instructor's assignment. In the case of online classes, data collection may include, but is not limited to, evidence of regular, effective, faculty-initiated student contact. (Ed code, Section 55204)

4.8 Areas of Performance Review for Counselors:

Counselors shall be reviewed on the following criteria. If the counseling faculty member also teaches, the formal review shall also include instructional criteria noted above and student reviews. See specific criteria in listed above and on the review form.

4.8.1 Counseling Effectiveness

4.8.2 Area / Departmental Responsibilities and College-Wide Service

4.8.3 Professional Development

4.9 Areas of Performance Review for Librarians:

Librarians shall be reviewed on the criteria listed below. If the librarian teaches, the formal review shall also include the instructional criteria listed above and on the review form.

4.9.1 Librarian Effectiveness

4.9.2 Area / Departmental Responsibilities and College-Wide Service

4.9.3 Professional Development

4.10 Coordinator Performance Review:

4.10.1 Coordinator positions or other reassigned positions selected through a formal hiring process shall be subject to regular review. This excludes reassigned time positions selected by election or appointment, such as SCFA officers and officers of the Academic Senate and some of its subcommittees.

4.10.2 Coordinator performance reviews shall be managed by the manager supervising the position (which may be different from the faculty member's Division Dean), with input from the constituents served by the Coordinator role.

4.10.3 To ensure that faculty serving in Coordinator roles receive timely feedback on performance, the Coordinator review may occur on a schedule independent of the regularly scheduled faculty performance review.

4.10.3.1 The first coordinator review shall occur no later than the 8th week of the second semester of the assignment.

4.10.3.2 Subsequent reviews shall occur as follows: – If the first review is fully satisfactory, the follow-up review shall occur in the 4th semester of the assignment, no later than the 8th week. If the first review finds any unsatisfactory area(s) of performance, the follow-up review shall occur in the 3rd semester of the assignment, no later than the 8th week. – For 3-year assignments, reviews shall occur in the 3rd year only if deemed necessary by the review team on the basis of the 2nd year review.

4.10.4 A second consecutive unsatisfactory Coordinator performance review shall result in the initiation of a hiring process to select a new person to assume that Coordinator role with the start of the following semester.

4.11 Components of the Formal Written Performance Review:

4.11.1 Mitigating factors which may influence job performance.

4.11.2 Observable or verifiable behavior or information.

4.11.3 Job-related criteria and factors.

4.11.4 Data obtained from student evaluations, normal daily operational interactions, classroom visitations, and verifiable student comments and observations. Student evaluation forms are not to be given to the instructor until final grades are posted whereupon the instructor may make further comments on the evaluation report covering that class(es).

4.11.5 No anonymous, third-party statements will be included in any evaluation; this provision does not pertain to student comments.

4.11.6 Narrative comments by both evaluator and the instructor.

4.11.7 Any recommendations for improvement.

4.12 Formal Peer Review Procedures:

4.12.1 The formal performance review forms are those included at the end of this article. If there are differences between the language in the Peer Review Handbook and this agreement, the agreement shall prevail.

– Instructional Faculty Evaluation

– Counselor Faculty Evaluation

– Librarian Faculty Evaluation

– Faculty Self-Evaluation

– Peer Performance Evaluation

4.12.2 The immediate supervisor and the faculty member shall sign the team review form. The faculty member's signature does not necessarily indicate agreement with the results of the evaluation, but only that the performance review form has been provided to the faculty member.

4.12.3 If the faculty member does not sign the formal performance review, the evaluating supervisor will forward the original with his/her signature and date with a cover letter indicating the faculty member chose not to sign. The reviewer will give a copy of the letter and review to the faculty member.

4.12.4 The original copy of the performance review form shall be forwarded to the Human Resources Department in a timely manner for inclusion in the faculty member's personnel file. If the member under review wishes to respond to the review, the member may submit a response to be attached to the performance review. Performance review forms will be held for ten (10) days before being filed to allow for response prior to inclusion in the personnel file. Responses may also be submitted at any later time for addition to the file. Peer evaluation forms may be added to the personnel file upon the faculty member's request, but otherwise become the property of the evaluatee.

4.13 Peer Evaluation:

Peer evaluation is a mandatory component of the faculty evaluation process. (Ed. Code section 87663c.)

4.13.1 Selection of Peer Evaluators: Evaluation teams will include two (2) peer evaluators for Contract and Tenured faculty, and one (1) peer evaluator for Adjunct faculty, selected according to the processes detailed in the Faculty Peer Review Handbook.

4.13.2 Compensation for Peer Evaluators: Faculty who serve as peer evaluators will receive a stipend of \$75 per evaluation. In addition, peer evaluators may earn up to two (2) hours of FlexCal credit per year for ongoing mentoring / advising of the peer(s) they evaluate. Peer evaluators will not be paid if they fail to conduct the classroom or shell review and/or to submit the peer review narrative by the final review meeting.

4.14 Faculty Self-Evaluation:

4.14.1 Regular and Contract Faculty: Self-evaluation is a mandatory component of the regular and contract (tenure-track) faculty evaluation process.

4.14.2 Adjunct Faculty: Self-evaluation is required for Adjunct faculty.

4.15 While the contents of a performance review cannot be grieved, failure to follow the process is subject to the grievance process. A faculty member who alleges a violation of the review process may use the grievance procedures under Article 15 of this Agreement. Issues that have not been raised formally and documented during the performance review period may not be used negatively in the performance review.

4.16 The district maintains a commitment to ensuring that faculty have an opportunity to participate in the evaluation process of their immediate administrator. Details of faculty participation in the evaluation of administrators are found in Board policy 4800.