



Performance Evaluation & Preference List Information – Adjunct Faculty

PRESENTED BY HUMAN RESOURCES

Presentation Outline

- ▶ Evaluation Approach and Philosophy
- ▶ General Evaluation Process
- ▶ Review Forms
- ▶ Online Evaluation Process
- ▶ Student Online Evaluation
- ▶ Link to new contract: https://www.lbcc.edu/sites/main/files/file-attachments/chi_contract_22-23.pdf?1660669422

Evaluation Premise

- ▶ Is an ongoing process – to receive feedback and guidance to strengthen and improve upon your craft
- ▶ Foundational assumption – the evaluatee is professional and competent
- ▶ Intent – to ensure professional competency
 - ▶ To provide assistance and support where needed – collaborative conversation in partnership with the facultee evaluator
 - ▶ Peer review & check in *Ex. Go to a training and do a self audit on where you can shore up practice, an evaluation is the tool to do a collaborative audit with a faculty peer*
- ▶ Holistic approach
 - ▶ Evaluate the evaluatee as a whole – not just evaluate single incidents

Frequency

- ▶ The first evaluation should occur within the first semester of employment
- ▶ Afterward
 - ▶ As frequently as deemed necessary BUT
 - ▶ Shall be at least once every 6 semesters or 3 years whatever comes first
- ▶ Not have an assignment during a semester scheduled for an evaluation – will occur in the next semester the evaluatee has an assignment
- ▶ In a non-teaching position – use the same professional competencies

Evaluation Process

- ▶ Selection of Evaluators – if Department Head is not conducting the evaluation then the DH will select a full time faculty member to be the evaluator
- ▶ All information gathered will be confidential
- ▶ The evaluation period – the evaluation covers the period of time since the last evaluation
- ▶ The evaluation shall be placed in the personnel file

Evaluation Forms

Part Time Faculty Evaluation Summary Form

- ▶ Used during the initial meeting – Pre-evaluation Conference
- ▶ Determine dates for the evaluation milestones
- ▶ Pre-observation meeting – initial meeting between evaluator and evaluatee
 - ▶ Discuss the specifics of the
 - ▶ evaluation process
 - ▶ Establish a timeline for all meetings
 - ▶ Observation – when this will occur
 - ▶ Completion of the process
 - ▶ The initial meeting must occur before the observation

Evaluation Forms

- ▶ Part-time Faculty Evaluation Form

- ▶ Fill out this form as you normally would

- ▶ Information from observation

- ▶ Is assessed by: accessing Canvas – specifically the homepage, orientation, syllabus, and at least one module
 - ▶ Evidence of regular and effective instructor initiated & student to student contact
 - Consistently and regularly participates in communication activities throughout the course
 - Reference the Online Learning Department – regular and effective contact requirements for guidelines on how this is evidenced
 - CAN use alternative methods for communication such as email
 - CAN ask follow up questions if information is difficult to find

Evaluation Process

▶ Online Learning Department

▶ Regular and Effective Contact Requirement

▶ Title 5, section 55204

• Regular Effective Contact Guidelines:

• Faculty-Initiated Interactions

• Frequent & Timely Interactions

• Clear Expectations for Interactions

• Tools for Regular Effective Contact

- Regular Effective Contact (PDF) found at [Online Teaching Guidelines & Procedures](#)

LONG BEACH CITY COLLEGE ONLINE LEARNING DEPARTMENT
REGULAR EFFECTIVE CONTACT REQUIREMENTS

Title 5, Section 55204
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:
Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Regular Effective Contact Guidelines
Establishing and maintaining regular effective contact is not only a Title 5 requirement but also a practice that facilitates student-centered instruction and increases the achievement of student learning outcomes. All Distance Education instructors at Long Beach City College will implement regular effective contact using methods from each of the three categories below.

A. Faculty-Initiated Interactions

- Begin class with instructor-guided introductions.
- Design daily or weekly assignments and projects that promote collaboration among students
- Pose questions in the discussion boards which encourage critical thinking skills and promote interaction among all course participants.
- Participate regularly in discussion activities with students and ensure that discussions remain on topic. (Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.)
- Monitor activity meter to ensure that students participate fully.
- Create a specific forum for questions regarding course assignments.
- Ask students for feedback about the course on a regular basis and revise content as needed.
- Include means for varied types of interaction in the course design

B. Frequent & Timely Interactions

- Establish guidelines for frequency of contact that are the same as in the face-to-face classroom; at the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with distance education students
- Declare response time for student questions and assignment feedback (e.g. 24-48 hours)
- Maintain an active presence, particularly during the beginning weeks of a course
- Give frequent and substantive feedback throughout the course

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LONG BEACH CITY COLLEGE ONLINE LEARNING DEPARTMENT
REGULAR EFFECTIVE CONTACT REQUIREMENTS

C. Clear Expectations for Interactions

- Specify course policy in the syllabus regarding frequency and timeliness of all contact initiated by the instructor
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus
- Clarify important dates, such as assignment and assessment deadlines, not only in the beginning but also throughout the course

Tools for Regular Effective Contact
Interaction in the distance education classroom can be instructor-student, student-student, student-content and student-interface. Below are tools that may be used to implement regular effective contact.

- Course Announcements (e.g., videos, weekly summary, weekly review)
- Personalized Feedback
- Discussion Boards (e.g., question and answer forums, VoiceThread)
- Videoconferencing (e.g., Skype, CCC Confer)
- Collaborative Projects (e.g., group blogs, group discussions, wikis)
- Instructor-Created Modules
- Lectures (e.g., recorded, streaming, slides with audio narration)
- Podcasts
- Webinars
- Screencasts
- Virtual Office Hours
- Email
- Private Messaging
- Chat

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Evaluation Process

▶ Evaluation Criteria

▶ Regular & effective contact

- Contact information for the instructor is easy to find and includes multiple forms of communication
- Expected response time is posted
- Student to student interactions are required
- Students are encouraged to communicate with the professor
- Expectations regarding the quality of communications are clearly posted
- Instructor participates actively in communication activities and provides announcements and feedback to students
- Guidelines explaining required levels of participation are provided

Student Evaluation of Faculty

▶ **Student Evaluations**

- ▶ Must be forwarded to evaluatee with enough time to review before completing the self evaluation
- ▶ The evaluator shall review the student evaluation prior to completing the part time faculty evaluation

Self Evaluation Process

- ▶ Self Evaluation
 - ▶ All evaluatees shall complete this form
 - ▶ Must be submitted and discussed at the post observation meeting
 - ▶ Must discuss if they participated in the assessment of student learning outcomes and used these results
 - ▶ Must be submitted to the evaluator 10 days before the post observation meeting

Evaluation Process

- ▶ Department Head / Dean Review
 - ▶ Before the post observation meeting the evaluator shall discuss the evaluation with the DH and then the DH shall discuss the evaluation with the dean
 - ▶ The evaluator and DH shall review the Part Time Faculty Evaluation Form and agree on and assign a final rating
 - ▶ The form will then be forwarded to the dean for review and signature before the final post observation meeting

Evaluation Process

- ▶ Post Observation Meeting
 - ▶ Evaluator and evaluatee will meet and discuss the results of the evaluation
 - ▶ Shall include the following materials: results from the student evaluation, self evaluation, completed part time evaluation form
 - ▶ Evaluator will provide the completed part time evaluation form to the dean within 5 working days of the post observation meeting
 - ▶ Signature by the evaluatee is acknowledgement of receipt of the evaluation not indication of agreement with the evaluation
 - ▶ The dean shall forward the evaluation to Human Resources 5 working days before the end of the semester during which the evaluation is conducted

Evaluation Ratings

- ▶ Needs improvement rating –
 - ▶ the college may retain the evaluatee but the evaluatee must be evaluated during the next semester if retained
- ▶ Unsatisfactory rating –
 - ▶ if an evaluatee receives this rating they are no longer eligible for employment with the college

Appeal Process

- ▶ An evaluatee may file a written appeal to their Vice President within 10 working days of the observation meeting
- ▶ The VP will make a final determination
- ▶ Both the appeal and determination will be attached to the evaluation and placed in the personnel file

Preference List Information

- ▶ A bargaining unit member who
 - ▶ has taught at least one (1) class or received an assignment of at least fifty-four hours in an academic year, for two (2) consecutive academic years, and
 - ▶ received a “satisfactory” rating on his/her most recent evaluation shall receive re-employment preference
- ▶ A unit member who receives less than a “satisfactory” evaluation shall not be eligible for re-employment preference.
 - ▶ No longer eligible: receives needs improvement or unsatisfactory
- ▶ Re-employment preference shall be determined by the date of hire as a part-time faculty member in the department
 - ▶ All bargaining unit members eligible for re-employment preference in a given department or similar unit will be ranked in order of their hire date
- ▶ A unit member may lose his/her seniority hire date and eligibility for reemployment preference if:
 - ▶ (a) a unit member is not employed for two (2) consecutive academic years; or
 - ▶ (b) a unit member receives less than a satisfactory evaluation.