

#### IV. FUNCTION OF PERFORMANCE REVIEW:

a. Fundamental to the faculty performance review process are the perspectives of management, students and peers, as each constituency is uniquely positioned to provide quality feedback to the teaching professional.

b. To accomplish the above items, the following items are the goals for faculty performance reviews:

- To encourage professional growth (including mastery of discipline and craft of teaching/counseling/student services /counseling/student services);
- To establish strong collegial ties across disciplines and the College;
- To improve student success;
- To provide a meaningful review for the benefit of faculty and students.

c. To better teaching/counseling/student services and learning, any criteria for a performance evaluation must be:

- Objective;
- Fair;
- Standardized while being appropriate for the discipline;
- Uniform.

#### V. COMPOSITION OF PERFORMANCE REVIEWS

Performance Reviews are informed by Peer Review, Student Evaluations, Administrative Review, and a Self-Evaluation. Article 4 of the CBA should be reviewed in full, in addition to the following items.

##### A. Function of Peer Review

- To create opportunities for critique to improve teaching/counseling/student services /counseling/student services and learning;
- To identify and share best practices for teaching/counseling/student services /counseling/student services and learning;
- To identify suggestions and/or opportunities for professional development.
- **ADD: best practices for how to conduct a strong peer review.**

## Summary of Senate Input

### Philosophy/approach

- Peer review approached as a consultation (not punitive), collegial, idea sharing
- Process conducted in a timely manner/schedules maintained
- Prompt communication regarding logistics/changes

### Pre-review meeting

- Pre-review conversation (in current procedures for logistics/create a standardized form for guidance regarding goals/outcomes for the review)
  - Goals of the class session being observed
  - Request from reviewee for specific feedback
  - Experimentation encouraged
  - Copy of Syllabus for course observed
  - Look at eCompanion and other ancillary tools used by the reviewee

### Observation

- Standard way of introducing reviewer to class
- Observe for a full teaching session (current procedure states, *observe for a minimum of 45 minutes*)
- Observe over multiple classes (maybe *upon request*)
- Observations of teaching, counseling, etc.
- Standardized rubric/evaluation method
- Reviewer talk with students (maybe *upon request*)

### Feedback/discussion

- Useful feedback, constructive criticism
- Open and honest Dialogue/discussion about reviewer's observations
- Prompt feedback
- Flow and vibe of the classroom experience and student engagement
- Include a discussion of non-teaching responsibilities
- Detailed discussion/analysis of what is done well
- Improvement (opportunities) areas are specific and measurable
- Problem solving is responsibility of the review team
- Provide professional development recommendations (follow up/on-going)

### Follow up/on-going

- Discussion about the craft of teaching (Feedback/discussion)
- Growth of teaching practices (Feedback/discussion)
- Sharing of ideas, mutual benefit (Feedback/discussion)
- Reviewers serve as mentors

### Training for Peer Reviewers