Memorandum of Understanding

Full-Time Faculty Evaluations

August 31, 2020

This Memorandum of Understanding (hereinafter "MOU") is entered into by and between the Victor Valley Community College District (hereinafter "District") and the Victor Valley College Faculty Association (hereinafter "Association").

WHEREAS, the bargaining representatives of the District and the Association have met in good faith and mutually agreed to negotiate necessary changes to Article 15 ("Full-Time Faculty Evaluations") due to COVID-19 imposing remote learning for the majority of classes for Fall 2020 and possibly Spring 2021.

NOW THEREFORE, the District and the Association have reached the following agreement:

1. Probationary Faculty Evaluations for Tenure
   a. DE-certified probationary faculty can choose to have their online or remote courses evaluated as per Article 13.G.
      i. The faculty members of the tenure committee will work with the probationary faculty member in selecting which course(s) for peer review. The faculty members on the tenure committee will utilize the peer review form (Appendix E-7). As per Article 13.G.2, the probationary faculty member will grant access to the online course(s) for the peer evaluators, and may be present to guide them through the online course(s).
      ii. As per Article 13.G.3, a student evaluation form (Appendix E-8) will be supplied to students, in the online section(s) chosen by the probationary faculty member, by the District in a secure way. Upon completion, student evaluations will be immediately sent to the faculty member's dean for processing, and all responses will be private and anonymous as in a paper-based evaluation. The District and the area deans will coordinate the process of supplying and deploying the student evaluations in a timely manner, and will notify the probationary faculty member when the supplying and deployment is complete. Students will be notified of the deadline for completion.
   b. Non-DE certified probationary faculty will be evaluated in their remote courses if those courses are not required to be physically taught on campus. DE certified probationary faculty may choose to have a remote section evaluated in the place of, or in addition to, an online section.
      i. The faculty members of the tenure committee will work with the probationary faculty member in selecting which remote course(s) for peer review. The faculty members on the tenure committee will utilize the "Remote Learning" peer review form (see attachment).

1

      ii. The peer reviewers will work with the probationary faculty member to schedule attending one (1) Zoom or Big Blue Button synchronous class meeting to conduct their peer evaluations. requested by the peer reviewers or the probationary faculty member, access to the remote learning Canvas course can be arranged, and the probationary faculty member can be present to guide the peer reviewers through the remote learning course(s).

      iii. A "Remote Learning" student evaluation form (see attachment) will be supplied to students in the online section(s) chosen by the probationary faculty member by the District in a secure way. Upon completion, student evaluations will be immediately sent to the faculty member's dean for processing, and all responses will be private and anonymous as in a paper-based evaluation. The District and the area deans will coordinate the process of supplying and deploying the student evaluations in a timely manner, and will notify the probationary faculty member the supplying and deployment is complete. Students will be notified of the deadline for completion.

c. Critical Sector/On-Campus Probationary Faculty and Non-Instructional Probationary Faculty

    i. Probationary faculty who are required to be on campus for the academic year 2020-2021 will follow the language in Article 15, with the following exceptions:

       1. All meetings of the tenure committee will be virtual.

       2. Student evaluations will follow the guidelines in this MOU for DE/Remote Learning courses and be deployed online (1.a and1.b as applicable).

       3. Peer evaluations may be on campus, or, in the case of lectures or online activities built into the on-campus course, online (or a combination of the two); the probationary faculty will coordinate this with their peer reviewers.

       4. For Librarians – current evaluation process; any peer or student evaluations will be online, as per 1.a and 1.b, as applicable.

       5. For Counselors – current evaluation process; online counseling form will be deployed by area dean and District. Peer reviews will follow guidelines above in 1.a and 1.b as applicable.

       6. For Coop Faculty – all student and peer evaluations will be deployed online by area dean and District. Peer reviews will follow guidelines above in 1.a and 1.b as applicable.

d. As per Article 15, all probationary faculty reviews and evaluations will be submitted to the area dean by end of the applicable semester. All meetings of the tenure committee will be virtual, and all documents will be submitted online.

e. Mid-year hires will begin the process in Spring 2021. All probationary faculty reviews and evaluations will be submitted to the area dean by the end of the Spring 2021 semester.

2. Tenured Faculty Evaluations
   a. All tenured faculty evaluations will be suspended until Fall 2021.
      i. Faculty scheduled for three-year evaluations in Fall 2020 will now be evaluated in Fall 2021; faculty moved from Fall 2020 to Fall 2021 will not be evaluated more than once every three years as per the language in Article 15.

This Memorandum of Understanding shall take effect August 31, 2020, and the term of this agreement shall be August 31, 2020, until October 29, 2021. On or before its expiration, the District and the Association may mutually agree to extend or re-negotiate the terms of the MOU, otherwise the MOU will sunset on October 29, 2021.

VICTOR VALLEY COMMUNITY
COLLEGE DISTRICT

Date: 7/29/20

Dr. Daniel Walden
VVC Superintendent/President

VICTOR VALLEY COLLEGE
FACULTY ASSOCIATION

Michael Butros
Michael Butros (Sep 28, 2020 09:49 PDT)

Sep 28, 2020
Date:

Michael Butros
VVCFA/President

3

Victor Valley Community College District

Full-Time Faculty Peer Observation Form (Remote Learning Courses)

Probationary Evaluations

Date of Observation:

Name of Faculty Evaluated:

Name of Peer Observer:

Course Title and Class Number:

Prior to class observation: The faculty member evaluated will contact the area dean, as per Article 15, and inform the dean of the peer evaluator(s). Access to the remote learning course will be split into two parts: access to the synchronous classroom session, and access to the online portion of the course for a specific day and time. (Per Article 13.G.2) The faculty member being evaluated has the right to be present during the online section peer evaluation. (Per Article 13.G.2) Once the remote learning class review is completed, the evaluation process as outlined in Article 15 shall be followed, as with any peer review, with the exception that all peer evaluation submissions are required to be sent online.

Checklist for Peer Evaluator

A. Syllabus Content and Course Documents provided to students online:

1. Syllabus and related materials were posted in the Learning Management System (LMS) for easy student access.
2. All documents, posted in LMS, are in accessible formats for ADA compliance.
3. All documents, including syllabus, were clearly labeled.
4. Instructor contact information is in the syllabus and/or on the website.
5. Current course Student Learning Outcomes (SLOs) are present in the syllabus.
6. Text book information and other course materials needed are articulated.
7. Policies on cheating and plagiarism are included.
8. Clear explanations of required student synchronous and asynchronous participation.
9. Online and synchronous course conduct policies are included for students.
10. Schedule for synchronous meetings is clearly articulated in syllabus and other online course materials, including, but not limited to, LMS calendar, announcements, etc.

B. Regular Effective Contact and Synchronous Meetings (Fall 2020 [optional] and Spring 2021 [required])*:

1. Synchronous class discussion and interaction observed, and evidence of asynchronous threaded discussion forums are present within the course management system.
    a. Instructor may utilize general synchronous class discussion, and/or breakout rooms for class participation and group work.
    b. Instructor has clear directions for asynchronous threaded discussions and their objectives/purpose, including encouraging and/or requiring student participation and interaction with the instructor and other students.

2. Class email and Course Messaging System.
    a. Instructor uses the Learning Management System (LMS) E-mail/Messaging system, or their official college e-mail, to demonstrate regular effective contact with students.
    b. Student e-mails/messages are addressed in a timely manner.
3. Announcements posted in the Course Management System at least once each week.
    a. Instructor announcements contain information on the course in a clear manner.
    b. Instructor announcements contain teaching and learning moments, such as general feedback, course reminders, and other information both related to the course content and course structure.
4. Timely feedback on student work.
    a. Instructor has posted in the syllabus and other course materials when assignments will be graded and scores posted.
    b. Feedback for student work is substantive and personal to the student as appropriate to the assignment.
    c. Feedback is provided in synchronous meetings, written comments, asynchronous video, or other modalities available in the LMS.
    d. Feedback contains teaching and learning moments as appropriate to the assignment, whether synchronous or asynchronous.
5. In the asynchronous format, evidence of instructor prepared online lectures or introductions in the form of online lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, provides information and guidance to the student in addition to synchronous meetings held at least once a week in the remote learning format.
    a. Original online material, created by the instructor, is visible to students.
    b. Learning Modules or Lessons are clearly defined and organized.
    c. Instructor uses text(s), original material and other media in assignments, enhancing synchronous class meetings, to support students' critical thinking skills.

*As per the CCCCO's guidelines, Fall 2020 remote learning courses can be taught asynchronously as online courses; in Spring 2021, all remote learning courses must meet at the days/times in the college schedule synchronously.

Peer Review Summary:

Victor Valley Community College District

STUDENT EVALUATION OF FULL-TIME INSTRUCTOR (REMOTE LEARNING COURSES)

INSTRUCTOR'S NAME:_____ DATE:_____

COURSE:_____

A = Excellent B = Satisfactory C = Needs Improvement D = Unsatisfactory E = Does not apply

The Instructor:

1. Informs student of course objectives as well as the objectives and requirements to succeed in this remote learning course.

2. Follows announced learning objectives in synchronous meetings, and per online syllabus, learning module or equivalent.

3. Presents subject in a well-organized manner both in virtual (live, real-time) meetings, as well as in the online format.

4. Presents ideas clearly both in virtual (live, real-time) meetings, as well as in the online format.

5. Makes effective use of the learning management system (Canvas) as appropriate to a remote learning course.

6. Motivates interest in the subject material both in virtual (live, real-time) meetings, as well as in the online format.

7. Encourages critical analysis of subject both in virtual (live, real-time) meetings, as well as in the online format.

8. Encourages various viewpoints on subject matter both synchronously and asynchronously.

9. Shows enthusiasm for the subject.

10. Maintains remote and virtual classroom conditions conducive to learning.

11. Posts and follows a course syllabus and outline.

Instructor evaluation of student achievement:

12. Provides clear and easily accessible guidelines for assignment grading and evaluation.

13. Relates assignments to material presented in lectures, reading and established course objective(s).

14. Uses multiple evaluation methods to assess the student (for example quizzes, tests, discussions, essays, etc.).

15. Posts grades and appropriate public and private comments according to the timeline in the course

syllabus, learning module or equivalent.

16. Provides adequate opportunities for students to demonstrate mastery of the subject matter of the course.

Regular Effective Contact Between Instructor and Students:

17. The instructor provides feedback on assignments.

18. The instructor answers emails in a timely manner.

19. The instructor offers opportunities to discuss course related topics and a forum for course related

questions via an online discussion board and/or during a synchronous live class meeting.

20. The instructor provides instructor generated e-lectures in video or written format as well as lectures and other course information in a synchronous meeting.

21. The instructor provides synchronous information, and posts course online announcements regarding general assignment feedback, course reminders, and other information both related to the course content and course structure.

Instructor interaction with students:

22. Exhibits concern for student's progress.

23. Is effective in student synchronous and asynchronous conferences, such as virtual/online office hours, a Q&A open online discussion forum, optional synchronous meetings outside the times and days of the course, or equivalent.

24. Communicates and relates well with students both in virtual (live, real-time) meetings, as well as in the online format.

25. Is readily available to provide individual help during regularly scheduled virtual office hours and at other times by appointment virtually.

Overall Instructor Evaluation:

23. This instructor's overall performance is: A, B, C, D.

Difficulty of this Course

The demands of this course and in achieving good grades compared with other college courses I have

taken are:

A. much lighter and easier B. about the same C. somewhat harder D. much harder

Grade Being Earned and Amount

24. The letter grade which I believe I have at this point in the course is an/a____.

25. My goal, realistically speaking, is to achieve a grade of ____ at the end of this course.

26. At this point in the course I believe I have learned:

 ____ a great deal ____ a moderate amount ____very little

Comments

Strengths: _____

Weaknesses: _____

Suggestions: _____