

**Victor Valley College Faculty Association
To the
Victor Valley Community College District
6/5/2025**

ARTICLE 15: FULL-TIME FACULTY EVALUATIONS

A. Probationary Faculty Evaluations for Tenure

1. Purpose

The intent of the evaluation is to assess the probationary full-time faculty members' performance in carrying out their duties and responsibilities as college full-time faculty members. This process will be supportive and will provide effective guidance to the individual being evaluated. Positive accomplishment will be identified, recognized, and encouraged. Aspects of performance needing improvement will be addressed with the intent of specifically identifying any deficiencies and providing specific guidance and assistance in overcoming these deficiencies.

2. Probationary Faculty Evaluation Timelines [See flow chart, Appendix E-1]

a. Upon the employment of a new full-time faculty member, an evaluation committee will be assembled by the area administrator and the evaluation process will be discussed with the probationary faculty member. This committee will consist of the department chair (or chair designee or discipline expert), two full-time faculty members, and the area administrator. Faculty committee members will be chosen collaboratively by the department chair and faculty member being evaluated. The area administrator will chair the evaluation committee and will be responsible for writing the evaluation summary. Any committee member's input, at their discretion, may be included and identified as authored by that committee member. Full-time faculty member service on a committee will be voluntary. [See 3) below]

i. Peer reviewers, when possible, should shall be tenured VVC full-time faculty in the same or a

46 closely related discipline. Non-tenured full-time
47 faculty can serve as peer reviewers with the
48 approval of the probationary faculty and area
49 administrator.
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51 ii. Full-time faculty service on the committee will be
52 voluntary and will be rendered as representatives
53 of the District. As such, they will be represented
54 and protected by the District in the event of any
55 litigation resulting from the evaluation process.
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57 b. Within the first month of the first academic year of
58 employment, the evaluation committee will meet with
59 the new full-time faculty member to describe the
60 evaluation procedures and review timelines. If a
61 contract faculty member's service as a probationary
62 employee begins during the spring semester, the
63 faculty member shall be evaluated in that spring
64 semester. However, because their service during that
65 academic year does not count as their first contract year
66 for the purposes of tenure review, they shall receive a
67 first-year evaluation during the following fall
68 semester. All other contract faculty members shall
69 receive their first-year evaluation during the fall
70 semester of the academic year during which they first
71 served as a probationary employee. Probationary full-
72 time faculty who are solely on an 8-week schedule can
73 choose which 8-week session within the 16-week
74 semester they will be evaluated by students and peer
75 reviewers, or can choose to be evaluated over the
76 course of the entire 16-week semester.
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78 c. Prior to the final meeting of the semester, the
79 probationary full-time faculty member will submit
80 their self-evaluation, and the appropriate administrator
81 will provide student evaluations to the evaluation
82 committee.
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84 d. By the last week of the first semester of employment,
85 the committee will meet with the probationary faculty
86 member to provide an in-depth evaluation of
87 performance and a recommendation regarding tenure,
88 and recommendations and guidance on improvements
89 and teaching skills, based on each committee
90 member's peer observation. The committee chair will
91 write a summary evaluation based on peer reviews, as
92 well as a summary of the final first semester meeting,

93 limited to information discussed and the student and
94 self- evaluations.

95 e. The committee will forward its recommendation to the
96 appropriate administrator for action and then to the
97 President for board action.
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99 f. The probationary evaluation review process will take
100 place each year for the first four years of employment.
101 In the second, third and fourth years the probationary
102 procedures will be identical to the first year.
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104 g. Full-time probationary faculty shall be provided all copies
105 of evaluation
106 materials, including, but not limited to, aggregated
107 student evaluations, peer observations, etc., no later
108 than the end of the current evaluation cycle.
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110 3. Evaluation Components 111

112 Evaluation components will include the following:
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- 114 • Full-time Faculty Self-evaluation (See Appendix E-3)
- 115 • Student Evaluations (See Appendices E-4, E-5, E-6)
- 116 • Peer review as part of the committee summary
- 117 • Evaluation Committee Review, Summary
118 Meeting, and Administrative Action

119 a. Full-Time Faculty Self-Evaluation 120

121 The primary benefit of completing the self-evaluation
122 is the improvement attained by the conscientious and
123 thoughtful examination of accomplishments, plans,
124 goals, strengths and weaknesses. The individual may
125 include any information and material they think is
126 relevant. Whenever possible, accomplishments should
127 be documented. For example, they may include such
128 items as those below or others:
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130 i. Improvement of Instruction

- 131 a) Course revisions
- 132 b) Improvement in teaching technique and procedure
- 133 c) Contributions to department and program development.
- 134 d) Instructional development and improvement
135 efforts, including, participation in developing,
136 assessing, planning, evaluating, maintaining

- 137 student learning outcomes and, when
138 applicable, program learning outcomes
139 e) ~~Written evidence of culturally responsive~~
140 ~~pedagogy that includes commitment to~~
141 ~~diversity, equity, inclusion, access, and anti-~~
142 ~~racism and anti-sexism (as those terms are~~
143 ~~defined by the ASCCC), including the use of~~
144 ~~language in course syllabi, choice of diverse~~
145 ~~reading and class materials interdisciplinary~~
146 ~~approaches to teaching and learning focusing~~
147 ~~on the diverse student population.~~
148 f) Classroom management in face-to-face and
149 DE classes (if DE certified) reflective of best
150 and inclusive practices.

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152 ii. Professional Service and Development

- 153 a) Membership and service to professional organizations
154 b) Participation in workshops and conferences
155 c) Professional presentations and publications.
156 ~~including diversity, equity, inclusion, access,~~
157 ~~anti-racism, and anti-sexism themed~~
158 ~~activities.~~

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160 iii. Service

- 161 a) College committees and service, including the
162 activities outlined in Article 12
163 b) Community service relying on professional competence
164 e) ~~Participation in diversity, equity, inclusion,~~
165 ~~access, anti-racism, and anti-sexism activities,~~
166 ~~including those connected to the activities~~
167 ~~outlined in Article 12~~

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169 iv. Goals and Plans for the Future

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171 It is the individual full-time faculty member's
172 responsibility to prepare, assemble, and deliver the
173 self-evaluation material to peer reviewers and the
174 appropriate administrator.

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176 a) How the faculty member plans to contribute to
177 the college and to their department over the
178 next three years.
179 b) Any challenges seen in the future that need to
180 be addressed, and resources needed to meet
181 challenges. ~~including implementing more~~
182 ~~diverse, equitable and inclusive elements into~~

183 curriculum, classrooms (virtual and face-to
184 face), and college service

185 b. Student Evaluations

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187 By the end of the first semester, the appropriate
188 administrator will provide student evaluations to the
189 evaluation committee. Student evaluations will be
190 conducted using the form approved by the Faculty
191 Association and District and will follow a procedure
192 ensuring student confidentiality. (Appendices E-4, E-
193 5, E-6)

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195 i. Full-time probationary faculty teaching face-to-
196 face courses will be provided the choice of
197 modality for student evaluations: on paper, or via
198 the college's course management system. Faculty
199 shall notify their respective appropriate
200 administrator within one week of the evaluation
201 cycle commencing if they wish to utilize a paper
202 student evaluation. If no notice is received, it shall
203 be administered via the college course
204 management system.

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206 ii. Full-time probationary faculty teaching DE
207 courses will have their student evaluations
208 distributed electronically via the college's course
209 management system. Students will have five
210 working days to do the evaluation when evaluations
211 are administered by the college's course
212 management system. The highest and lowest scores
213 will be dropped.

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215 iii. In circumstances where the college is forced to
216 work remotely, and this impacts the student
217 evaluation timeline for the probationary full-time
218 faculty member, student evaluations will be
219 distributed electronically via the college's course
220 management system. (Appendices E-4, E-5, E-6)

221 c. Peer Review and Evaluation (non-tenured)

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223 i. Within the first month of employment, the
224 evaluation committee will meet with the new full-
225 time faculty member to describe the evaluation
226 procedures and review timelines. See flow chart,
227 Appendix E-1.

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ii. The full-time faculty member will provide the reviewers with requested support material for the evaluation such as class outlines, syllabi, handouts, copies of exams, publications, educational plans, and/or presentations. These items should be provided after consultation between the reviewers and the **evaluator**. The review shall include class visitations and/or online/hybrid course access with the exception of non-instructional full-time faculty. Counselors shall have the choice of one-on-one or group counseling sessions observed; alternatively, a Guidance or similar teaching assignment can be observed.

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Librarians, Work Experience faculty and any other non-instructional full-time faculty member shall collaborate with their area administrator and tenure committee on authentic and appropriate peer observations.

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iii. By the end of the first semester of employment, the probationary full-time faculty member will submit their self-evaluation, and the appropriate administrator will provide student evaluations to the peer review committee. Each committee member shall conduct an observation.

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iv. After appropriate review and observation, the committee chair will prepare a narrative review to include the following:

- Current knowledge, understanding and competence in their discipline;
- Knowledge and application of appropriate teaching techniques;
- Teaching style appropriate to course and students;
- Ability to work with fellow faculty in a considerate, cooperative, and ethical manner;
- Professional development activities; and
- Professional activities.

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v. The narrative review shall be submitted to the appropriate administrator to meet necessary timelines. See flow chart, Appendix E-1.

d. Evaluation Committee Review and Administrative Action

- i. By the last week of the first semester of employment, the evaluation committee will meet with the probationary faculty member to provide an in-depth evaluation of performance and a recommendation regarding tenure. The faculty chairperson will write a summary of the meeting limited to information discussed and the student and self-evaluations.
- ii. The committee will forward its recommendation to the appropriate administrator for action who will then send a recommendation to the Superintendent/President for Board action.

B. Tenured Full-Time Faculty Evaluations

1. Purpose

The intent of this periodic review for tenured full-time faculty is to recognize, encourage, and support professional accomplishments and growth within their discipline; coordinate full-time faculty effort within the department, division, and college to most effectively address department and college goals; and to provide information, advice, and guidance to individual full-time faculty on direction and effort.

2. Timelines [See flow chart, Appendix E-2]

- a. Each tenured full-time faculty member will be reviewed once every three years. The review process shall be initiated by the area administrator by the last working day of October of the review year and completed by June 10 of that academic year. If the evaluation process is not initiated by the last working day of October, the tenured faculty member will be evaluated in the Spring semester. The review process shall be initiated by the area administrator by the last working day of March and completed by December 10 of the next academic year and shall follow the evaluation process as noted in 15.B (e.g., student evaluations in the Spring semester, and final submissions and meetings in Fall semester). Tenured full-time faculty who are solely on an 8-week schedule can choose which 8-week session within the 16-week

semester they will be evaluated by students and peer reviewers, or can choose to be evaluated over the course of the entire 16-week semester.

b. The full-time_faculty member will select one peer reviewer with the agreement of administration. More than one peer reviewer may be selected. If appropriate for the discipline, a representative from business or industry may be included as a peer reviewer.

c. By the end of the first semester, the area administrator will provide the results of student evaluations to the peer reviewer(s).

d. The review process must be completed by June 10.

e. Full-time tenured faculty shall be provided all copies of evaluation materials, including, but not limited to, aggregate student evaluations, peer observations, etc., no later than the end of the evaluation cycle.

3. Evaluation Components

Evaluation components will include the following:

- Full-time Faculty Self-evaluation (See Appendix E-3)
- Student Evaluations (See Appendices E-4, E-5, E-6)
- Peer Review
- Summary Meeting

a. Full-Time Faculty Self-Evaluation (See Appendix E-3)

The primary benefit of completing the self-evaluation is the improvement attained by the conscientious and thoughtful examination of accomplishments, plans, goals, strengths and weaknesses. The individual may include any information and material they think is relevant. Whenever possible, accomplishments should be documented. The self-evaluation shall include, when applicable, information regarding the faculty member's participation in the following:

i. Improvement of Instruction

- a) Course revisions
- b) Improvement of teaching technique and procedure
- c) Contributions to department program development

- d) Development, assessment, evaluation and planning of Student Learning Outcomes
 - e) Development, assessment, evaluation and planning of Program Learning Outcomes.
 - f) Classroom management in face-to-face and DE classes (if DE certified) reflective of best and inclusive practices.
 - g) ~~Written evidence of culturally responsive pedagogy that includes commitment to diversity, equity, inclusion, access, and anti-racism and anti-sexism (as those terms are defined by the ASCCC), including the use of language in course syllabi, choice of diverse reading and class materials approaches to teaching and learning focusing on the diverse student population.~~
 - h) Classroom management in face-to-face and DE classes (if DE certified) reflective of best and inclusive practices.
- ii. Professional Service and Development
- a) Membership and service to professional organizations
 - b) Participation in workshops and conferences
 - c) Professional presentations and publications.
- iii. Service
- a) College committees and services, as outlined in Article 12
 - b) Community service relying on professional competence
 - e) ~~Participation in diversity, equity, inclusion, access, anti-racism, and anti-sexism activities, including those connected to the activities outlined in Article 12~~
- iv. Goals and Plans for the Future
- a) How the faculty member plans to contribute to the college and to their department over the next three years
 - b) Any challenges seen in the future that need to be addressed, and resources needed to meet challenges, including implementing more diverse, equitable and inclusive elements into curriculum, classrooms (virtual and face-to-face), and college service

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- v. It is the individual full-time faculty member's responsibility to prepare, assemble, and deliver the self-evaluation material to peer reviewer and the appropriate administrator.

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- b. Student Evaluations

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By the end of the first semester, the appropriate administrator will provide student evaluations to the peer reviewer(s). Student evaluations will be conducted using the form approved by the Faculty Association and District and will follow a procedure ensuring student confidentiality. (Appendices E-3, E-4, E-5)

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- i. Full-time probationary faculty teaching face-to-face courses will be provided the choice of modality for student evaluations: on paper, or via the college's course management system. Faculty shall notify their respective appropriate administrator within one week of the evaluation cycle commencing if they wish to utilize a paper student evaluation. If no notice is received, it shall be administered via the college course management system. Students will have five working days to do the evaluation when evaluations are administered by the college's course management system. The highest and lowest scores will be dropped.

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- ii. Full-time faculty teaching DE courses will have their student evaluations distributed electronically via the college's course management system.

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- iii. In circumstances where the college is forced to work remotely, and this impacts the student evaluation timeline, student evaluations will be distributed electronically via the college's course management system. (Appendices E-3, E-4, E-5)

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- c. Peer Review

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- i. Peer Reviewer Selection and Service

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- a) One full-time faculty peer reviewer will be

451 selected by the full-time faculty member being
452 reviewed with the agreement of
453 administration. More than one peer reviewer
454 may be selected. If appropriate for the

455 discipline, a representative from business and
456 industry may be included as a peer reviewer.

- 457 b) Full-time faculty service as a peer reviewer
458 will be voluntary and will be rendered as
459 representatives of the District. As such, they
460 will be represented and protected by the
461 District in the event of any litigation resulting
462 from the evaluation process.
- 463 c) The peer reviewer will meet as needed with the
464 full-time faculty member being reviewed to
465 discuss the student and self-evaluations and to
466 discuss the peer evaluation.
- 467 d) Non-instructional faculty observations shall
468 reflect authentic and appropriate peer reviews.

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470 Counselors shall have the choice of one-on-
471 one or group counseling sessions observed;
472 alternatively, a Guidance or similar teaching
473 assignment can be observed.

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475 Librarians, Work Experience faculty and any
476 other non-instructional full-time faculty
477 member shall collaborate with their area
478 administrator and peer reviewer on authentic
479 and appropriate peer observations.

480 481 ii. Summary Meeting

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483 a) The peer reviewer, full-time faculty member
484 being reviewed and area administrator and/or
485 designee and/or Chief Instructional Officer
486 will meet to discuss the review. This meeting
487 will provide an opportunity to raise and
488 respond to questions and to give an overview of
489 the evaluation results. This meeting must take
490 place by June 10.
- 491 b) The administrator in charge will write a
492 summary of the meeting limited to information
493 discussed, and the student and self-
494 evaluations.
- 495 c) The full-time faculty member being evaluated
496 will review the summary and will have the

497 opportunity to suggest revisions and
498 modifications.
499 d) When acceptable to both the full-time faculty
500 member being evaluated and the
501 administrator, the completed summary will be
502 signed by both and placed in the full-time
503 faculty member's file with the student and self-
504 evaluations.
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