

C. Non-instructional Faculty Offices

The intent of the District and the Association is to provide each full-time faculty member with an office which reflects and supports their professional status.

1. Full-time faculty will be provided with an adequate office which is safe, appropriately equipped and physically accessible to all students
2. Where privacy and confidentiality are at issue, space will be available to assure privacy and confidentiality when needed.
3. The District will identify new office space for use by department and will make assignments in collaboration with department full-time faculty to effectively provide services to students.
4. Storage space, outside of full-time faculty offices, will be provided as needed.
5. Emeritus faculty will be provided with an office space to share for the purpose of doing District business.

D. Non-instructional Extra Duty Compensation

Non-instructional full-time faculty shall be paid on a daily rate calculated as follows:

1. Summer Session (any time prior to July 1): Prior year annual salary divided by 175 days.
2. Other Extra Duty: Current year annual salary divided by 175 days.

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 member's performance in carrying out his/her duties and responsibilities as a college full-time faculty member. 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. This committee will consist of three full-time faculty members and the area administrator. Faculty committee members will be chosen by the faculty member being evaluated. A faculty committee member (also chosen by the person being evaluated) will chair the evaluation committee and will be responsible for writing the evaluation summary. Any committee member's input, at his or her 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]
 - 1) Reviewers on the tenure evaluation committee will be chosen by the probationary faculty member being evaluated.
 - 2) At least one peer reviewer, and possibly all three, should be tenured VVC full-time faculty in the same or a closely related discipline. One of the three may be a tenured full-time faculty member in the same discipline at another institution. In some instances, it may be appropriate to select one non-academic reviewer who is accomplished in the discipline. For example, a practitioner in a technical field may be able to provide valuable input on the practice of standards and requirements in the field of the full-time faculty member.
 - 3) Full-time faculty service on the committee will be voluntary and will be rendered as representatives of the District. As such, they will be represented and protected by the District in the event of any litigation resulting from the evaluation process.
- b. Within the first month of employment, the evaluation committee will meet with the new full-time faculty member to describe the evaluation procedures and review timelines.
- c. The committee will provide a written summary evaluation to the probationary full-time faculty member and will meet with him/her to provide recommendations and guidance on improvements and teaching skills.
- d. Prior to the final meeting, the probationary full-time faculty member will submit his/her evaluation, and the dean will provide student evaluations to the evaluation committee.
- e. By the last week of the first semester of employment, the committee will meet with the probationary faculty member to provide an in-depth evaluation of performance and a recommendation regarding tenure. The committee chair

will write a summary of the meeting limited to information discussed and the student and self-evaluations.

- f. The committee will forward its recommendation to the appropriate administrator for action and then to the President for board action.
- g. The probationary evaluation review process will take place each year for the first four years of employment. In the second, third and fourth years the probationary procedures will be identical to the first year.

3. Evaluation Components

Evaluation components will include the following:

- Full-time Faculty Self-evaluation (See Appendix E-3)
- Student Evaluations (See Appendix E-4, E-5, E-6)
- Peer review as part of the committee summary
- Evaluation Committee Review and Administrative Action

a. Full-Time Faculty Self-Evaluation

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 he/she thinks relevant. Whenever possible, accomplishments should be documented. For example, he/she may include such items as those below or others:

- 1) Improvement of Instruction
 - a) Course revisions
 - b) Improvement in teaching technique and procedure
 - c) Contributions to department and program development.
- 2) Professional Service and Development
 - a) Membership and service to professional organizations
 - b) Participation in workshops and conferences
 - c) Professional presentations and publications
- 3) Service
 - a) College committees and service
 - b) Community service relying on professional competence

4) Goals and Plans for the Future

It is the individual full-time faculty member's responsibility to prepare, assemble, and deliver the self-evaluation material to peer reviewers and their dean.

b. Student Evaluations

By the end of the first semester, the dean will provide student evaluations to the evaluation committee. 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-4, E-5, E-6)

c. Peer Review and Evaluation (non-tenured)

- 1) Within the first month of employment, the evaluation committee will meet with the new full-time faculty member to describe the evaluation procedures and review timelines. See flow chart, Appendix E-1.
- 2) 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 evaluatee. The review shall include class visitations with the exception of non-teaching full-time faculty.
- 3) By the end of the first semester of employment, the probationary full-time faculty member will submit his/her self-evaluation, and the dean will provide student evaluations to the peer review committee.
- 4) After appropriate review and observation, the committee will prepare a narrative review to include the following:
 - Current knowledge, understanding and competence in their discipline;
 - Knowledge and application of appropriate teaching techniques;
 - Instructional development and improvement efforts;
 - 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.
- 5) 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

- 1) 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.
- 2) 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.
- 3) Mid-Year Hires

Faculty hired at mid-year will begin the evaluation process in the spring semester.

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 in October of the review year and completed by June 1 of that academic year.
- 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 1.

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 he/she thinks relevant. Whenever possible, accomplishments should be documented. For example, you may include such items as those below or others.

1) Improvement of Instruction

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

2) Professional Service and Development

- a) Membership and service to professional organizations
- b) Participation in workshops and conferences
- c) Professional presentations and publications

3) Service

- a) College committees and services
- b) Community service relying on professional competence

4) Goals and Plans for the Future

It is the individual full-time faculty member's responsibility to prepare, assemble, and deliver the self-evaluation material to peer reviewers and their dean.

b. Student Evaluations

By the end of the first semester, the dean 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)

c. Peer Review

1) Peer Reviewer(s) Selection and Service

- a) One full-time faculty peer reviewer will be selected by the full-time faculty member being reviewed with the agreement of administration. More than one peer reviewer may be selected. If appropriate for the discipline, a representative from business and industry may be included as a peer reviewer.
- b) Full-time faculty service as peer reviewers will be voluntary and will be rendered as representatives of the District. As such, they will be represented and protected by the District in the event of any litigation resulting from the evaluation process.
- c) The peer reviewer(s) will meet as needed with the full-time faculty member being reviewed to discuss the student and self-evaluations and to discuss peer evaluation assessments.

2) Summary Meeting

- a) The peer reviewer(s), full-time faculty member being reviewed and area administrator and/or designee and/or Chief Instructional Officer will meet to discuss the review. This meeting will provide an opportunity to raise and respond to questions and to give an overview of the evaluation results.
- b) The administrator in charge will write a summary of the meeting limited to information discussed, and the student and self-evaluations.
- c) The full-time faculty member being evaluated will review the summary and will have the opportunity to suggest revisions and modifications.
- d) When acceptable to both the full-time faculty member being evaluated and the administrator, the completed summary will be signed by both and placed in the full-time faculty member's file with the student and self-evaluations.

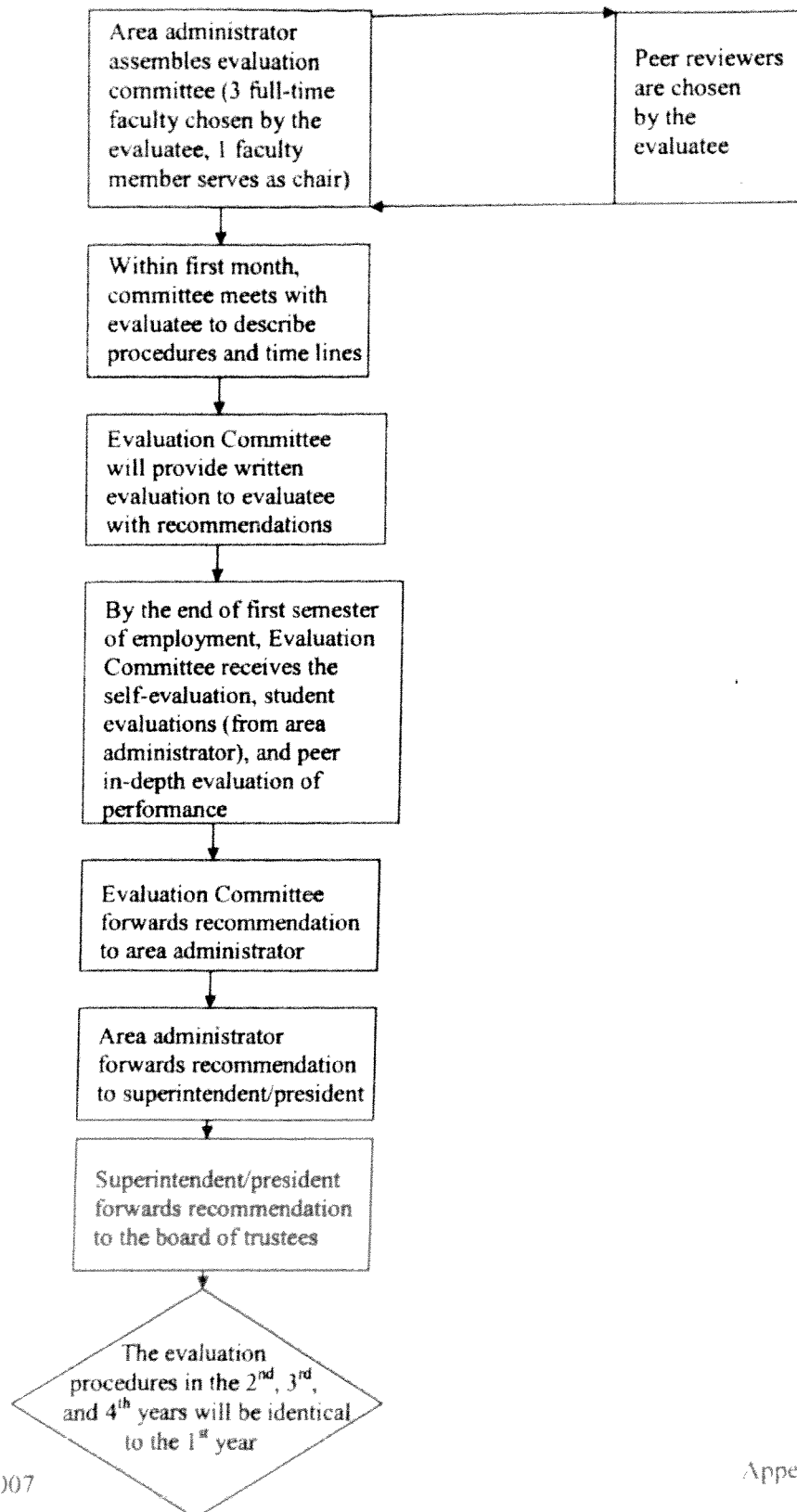
ARTICLE 16: OFF-CAMPUS TRAVEL

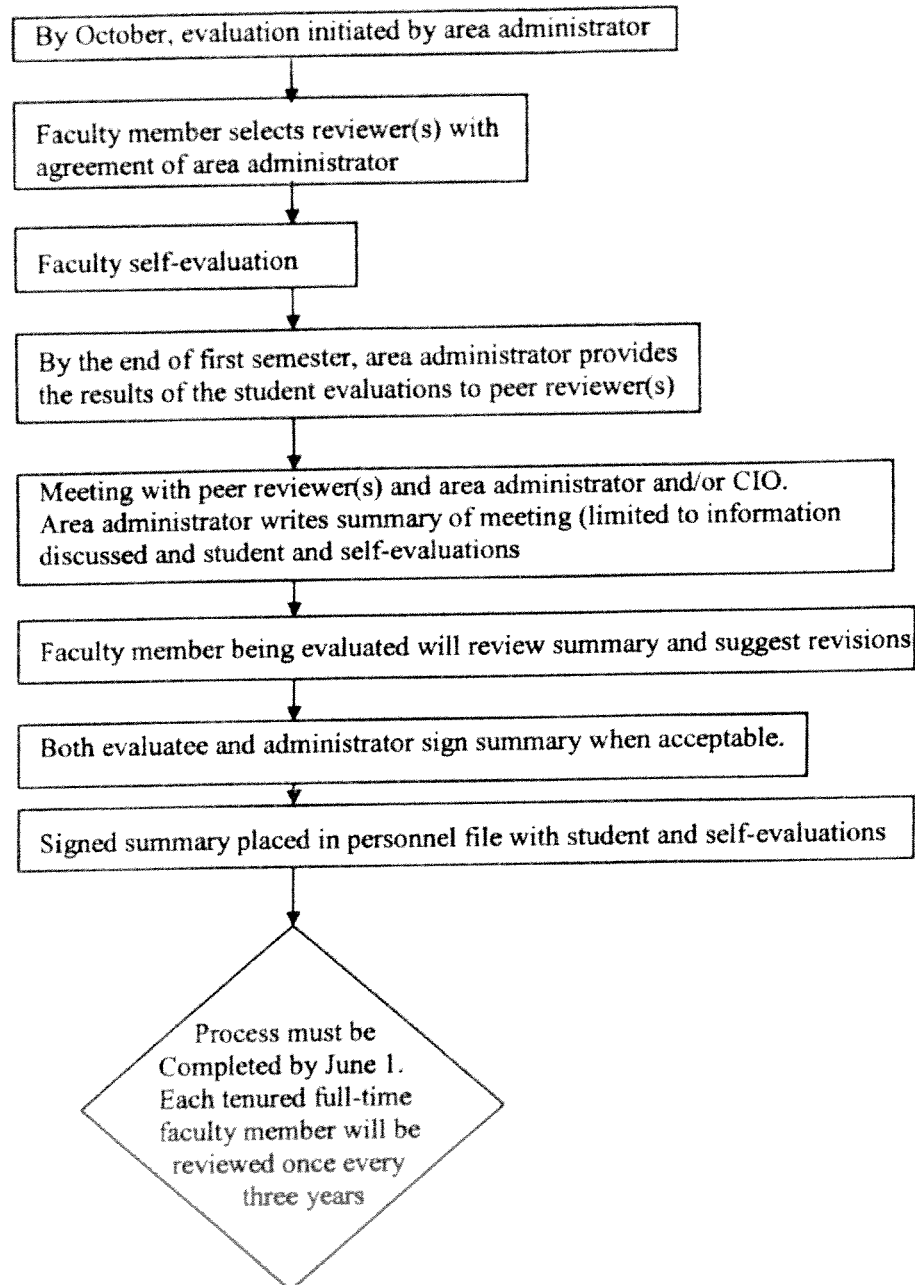
Whenever a full-time faculty member is given, as part of his/her regular load, an assignment that requires travel to any location other than the VVC main campus, mileage reimbursement shall be computed in the following manner. The distance between the full-time faculty member's home and VVC times ten (10) shall be considered the non-reimbursed weekly base. The full-time faculty member shall be paid the Board-approved rate per mile for each additional mile required to complete the assignment after submitting the district mileage reimbursement form attached as Appendix F. The reimbursement request must be submitted within 90 calendar days.

APPENDIX E

EVALUATION FORMS

(See Article 15)

PROBATIONARY EVALUATION

TENURED EVALUATION

Victor Valley Community College District

FACULTY SELF-EVALUATION

NAME: _____

DATE: _____

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 worthwhile. Whenever possible, accomplishments should be documented. (See page 27 for more detailed suggestions.)

Victor Valley Community College District

STUDENT EVALUATION OF FULL-TIME INSTRUCTOR

INSTRUCTOR'S NAME _____ DATE _____
 COURSE _____

Please use a No. 2 Pencil to mark the answers to questions 1-23 on the **SCANTRON SHEET** provided.

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

Instruction Presentation

1. Informs students of course objectives.
2. Follows announced learning objectives.
3. Presents subject in a well-organized manner.
4. Presents ideas clearly.
5. Makes effective use of class time.
6. Motivates interest in the subject material.
7. Encourages critical analysis of subject.
8. Considers various viewpoints in subject area.
9. Shows enthusiasm for subject.
10. Maintains classroom conditions conducive to learning.
11. Distributes and follows a course syllabus and outline.

Evaluation of Student Achievement

12. Explains system of grading and evaluation
13. Follows through on evaluation system described.
14. Relates tests to material presented and course objective.
15. Uses tests and other evaluation means to assist the student.
16. Returns tests and assignments promptly.
17. Provides adequate opportunities to demonstrate what is learned.

Meeting Responsibilities

18. Meets each class for the full time.
19. Is readily available to provide individual help during regularly scheduled office hours and at other times by appointment.

Relations with Students

20. Exhibits concern for student's progress.
21. Is effective in student conferences.
22. Communicates and relates well with students.

Overall Evaluation

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

PLEASE MARK ON THIS SHEET TO ANSWER THE FOLLOWING QUESTIONS:

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: _____

Any additional comments may be written on the back of this sheet or submitted on a separate sheet.

Victor Valley Community College District

COUNSELOR EVALUATION FORM – STUDENT EVALUATION**WE VALUE YOUR COMMENTS:**

We want to find out how Counselors can better assist you. Your opinions will help us improve our services and better meet your needs. Please complete each item and then return this form in a sealed envelope as directed. Thank you.

Today's date _____ Counselor _____

PLEASE INDICATE THE DEGREE OF SATISFACTION WITH YOUR COUNSELING EXPERIENCE:

- | | VS | S | NS | N/O | DN/A |
|--|-------|-------|-------|-------|-------|
| 1. Counselor was helpful and professional | _____ | _____ | _____ | _____ | _____ |
| 2. Counselor knew what he/she was talking about or suggested how to obtain the appropriate information ... | _____ | _____ | _____ | _____ | _____ |
| 3. I received the information or services I came for (e.g., information on majors, certificates, transfer programs, career guidance, personal assistance | _____ | _____ | _____ | _____ | _____ |
| 4. We discussed what I needed or wanted to know | _____ | _____ | _____ | _____ | _____ |
| 5. Counselor listened carefully to me | _____ | _____ | _____ | _____ | _____ |
| 6. Would you seek services from this counselor again? | _____ | _____ | _____ | _____ | _____ |

If not, why not? (Please explain): _____

VS=Very Satisfied S=Satisfied NS= Not Satisfied N/O=Not Observed DN/A=Does Not Apply

Victor Valley Community College District

STUDENT EVALUATION OF COOPERATIVE EDUCATION FACULTY

INSTRUCTOR'S NAME _____ DATE _____
 COURSE _____

Please use a No. 2 Pencil to mark the answers to questions 1-27 on the SCANTRON SHEET provided.

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

Instruction Presentation

1. Informs students of course objectives.
2. Follows announced learning objectives.
3. Presents appropriate material in orientation lecture.
4. Helps me to discover new ways of dealing with my situation.
5. Motivates interest in the subject material.
6. Encourages critical analysis of occupational area.
7. Considers various viewpoints in occupational area.
8. Is aware of college policies and requirements affecting students.
9. Has the ability to assist in obtaining career information.
10. Is knowledgeable concerning the job market.

Evaluation of Student Achievement

11. Explains system of grading and evaluation
12. Follows through on evaluation system.
13. Provides adequate opportunities to demonstrate what is learned.

Meeting Responsibilities

14. Is on time for appointments.
15. Is readily available to provide individual help, by appointment.

Relations with Students

16. Exhibits concern for student's progress.
17. Is effective in student conferences.
18. Communicates and relates well with students.
19. Is friendly, sincere, and shows an interest in my problems.
20. Provides an opportunity for me to express my needs and concerns.
21. Creates an atmosphere which enables me to feel comfortable.

Relations with Employer

22. Is effective in employer conferences.
23. Communicates and relates well with students.
24. Is friendly, sincere, and shows an interest in my problems.
25. Provides an opportunity for the employer to express their needs and concerns.

Overall Evaluation

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

Difficulty of This Course

27. 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

Complete items 28-30 directly on this sheet, along with any comments or suggestions you may have.

Grade Being Earned and Amount

28. The letter grade which I believe I have at this point in the course is an a _____.
29. My goal, realistically speaking, is to achieve a grade of _____ at the end of this course.
30. At this point in the course I believe I have learned:
 _____ a great deal _____ a moderate amount _____ very little

Comments

Strengths: _____

Weaknesses: _____

Any additional comments may be written on the back of this sheet or submitted on a separate sheet.