



Victor Valley College
AGREEMENT

between

Victor Valley Community College District
and

AFT Part-Time Faculty United,
Local 6286, AFL-CIO

July 1, 2022–June 30, 2025

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ARTICLE 1: Agreement

- 1.1 The Articles and provisions herein constitute a bilateral and binding Agreement between the Victor Valley Community College District (the "District") and the AFT Part-Time Faculty United, Local 6286, CFT/AFT, AFL-CIO (the "AFT Part-Time Faculty United" or "Union").
- 1.2 This Agreement is entered into pursuant to the Educational Employment Relations Act (the "EERA"), Government Code §3540 et seq. The parties recognize and agree that this Agreement and its implementation fall within the jurisdiction of the Public Employment Relations Board (the "PERB") as established by the EERA.
- 1.3 This Agreement, when ratified and executed by each party hereto, shall constitute the sole agreement between them. Any modification or amendment of this Agreement shall be made by and between the parties hereto in writing and executed by each party thereto.
- 1.4 This Agreement shall become effective July 1, 2022 and shall remain in full force and effect up to and including June 30, 2025.

ARTICLE 2: Recognition

- 2.1 The District recognizes AFT Part-Time Faculty United as the exclusive bargaining agent and representative of the Part-Time Faculty Bargaining Unit effective June 2, 2004.
- 2.2 The Part-Time Faculty Bargaining Unit is described in the PERB Certification of Representation in Case No. LA-RR-1101-E, name as amended August 26, 2004 LA-AC-59-E. “Unit Members” shall mean all members of the Bargaining Unit, individually or collectively.
 - 2.2.1 The Part-Time Faculty Bargaining unit shall include only part-time faculty teaching sixty-seven percent (67%) or less of a full-time load either for credit or non-credit. This includes the part-time faculty assignment portion of classified employees who teach and all part-time counselors and part-time librarians not included in the full-time faculty contract.
 - 2.2.2 The Part-Time Faculty Bargaining unit shall exclude all management, supervisory, classified (with the exception of teaching assignments performed by classified employees), and confidential employees and all full-time or pro-rata permanent or tenured faculty, contract or non-tenured faculty, full-time temporary faculty paid on the regular and contract faculty salary schedule, substitutes, and lab supervisors.
- 2.3 Any dispute between the District and AFT Part-Time Faculty United as to whether any new or revised position is to be included within or excluded from the Bargaining Unit shall be submitted to the exclusive jurisdiction of the Public Employment Relations Board (“PERB”).

ARTICLE 3: District Rights

- 3.1 All matters not specifically enumerated as within the scope of representation in Government Code 3543.2 or not limited by the express terms of other Articles of this Agreement are reserved to the District. It is agreed that such reserved rights include, but are not limited to, the Board's sole right to manage the District and direct the work of its employees; to determine the level, means, and kinds of services provided; to determine the staffing patterns and the number of kinds of personnel required; to determine its organization; to determine assignment and location thereof; to determine performance standards; to decide on the building, location, or modification of a facility; to determine the budget and methods of raising revenue; to determine educational objectives and policies; to determine the time and hours of operation of District facilities; to sub-contract work or operations except where expressly forbidden by law; to maintain order and efficiency; to determine rules applicable to employees; to hire, assign, evaluate, promote, discipline, layoff, and transfer employees. All other rights of management not expressly limited by the clear and explicit language of this Agreement are also expressly reserved to the District even though not enumerated above. The exercise of any right reserved to the District herein in a particular manner or the non-exercise of any such right shall not be deemed a waiver of the District's right or preclude the District from exercising the right in a different manner. The right to determine or decide any of the foregoing shall also include the right to implement, supplement, change, modify, or discontinue, in whole or in part, temporarily or permanently in any such areas.
- 3.2 It is not the intention of the parties, in setting forth the above-mentioned rights of management, to detract or diminish in any way the consultation rights of the Union as set forth in Government Code Section 3543.2. However, such rights are not part of this Agreement, and it is the parties' intention that the provisions of the other Articles of this Agreement constitute the only contractual limitation upon the District's right.
- 3.3 Any dispute arising out of or in any way connected with either the existence of or the exercise of any of the rights of the District set forth above, or any other rights of the District not expressly limited by the language of this Agreement, is not subject to the Grievance Procedure contained in this Agreement.
- 3.4 The District retains the right to amend, modify, or rescind policies and practices set forth in the Agreement in cases of emergency. An emergency is a sudden, generally unexpected occurrence or occasion requiring immediate action that affects District facilities or equipment or otherwise involves an act of God or specific governmental order requiring the District to make certain action or refrain from taking certain action.

ARTICLE 4: Union Rights

- 4.1 A reasonable number of AFT Part-Time Faculty United representatives shall have the right of access to areas in which employees work so long as the representatives do not interfere with the work performance of any employee. AFT Part-Time Faculty United representatives may not have access to classrooms during class time for Union business or may not disrupt the learning and/or work environment.
- 4.2 Six bulletin boards shall be designated for the exclusive use of AFT Part-Time Faculty United at the following locations/buildings: Vocational Education, Gym, Academic Commons, Allied Health, Liberal Arts, and the Advanced Technology Center (ATC). Items posted on this and other campus bulletin boards shall only contain official business of AFT Part-Time Faculty United.
- 4.3 All items to be posted by the Union on other campus bulletin boards shall bear the date of posting and the designation of AFT Part-Time Faculty United and shall be removed by AFT Part-Time Faculty United no later than ten (10) days from the posting date. A copy of any posted materials shall be provided to the superintendent/president on the same day the item is posted.
- 4.4 A mailbox in the mailroom/staffroom, located in the same building as the AFT office, shall be provided for exclusive use of AFT Part-Time Faculty United.
- 4.5 Communications placed by AFT Part-Time Faculty United in institutional mailboxes shall bear the designation of AFT Part-Time Faculty United.
- 4.6 AFT Part-Time Faculty United will pay for its own supplies.
- 4.7 AFT Part-Time Faculty United shall be permitted free office space on the main campus.
- 4.8 AFT Part-Time Faculty United shall be permitted the use of other facilities and equipment subject to District policies and procedures governing their use. AFT Part-Time Faculty United may schedule the occasional use of classrooms and meeting facilities in the same manner as do other campus organizations and college departments, divisions, and committees. For such uses, the Union shall follow the same procedures for scheduling and use of campus facilities as are required of other campus organizations and college departments, divisions, and committees.
- 4.9 Upon request, AFT Part-Time Faculty United shall be provided existing District information and documents that are available to the public. In addition, the District shall provide to AFT Part-Time Faculty United existing documents and data necessary for the purposes of negotiations, administration of this Agreement, processing of grievances, and representation of the members of the Bargaining Unit. Such materials include, but are not limited to, existing financial reports and audits, rosters of all personnel, budget plans and projections, allocation of state and federal funds, and student enrollment data. Union requests for information not contained in existing documents can be submitted in writing. The District need not provide the requested information when to do so would be overly burdensome. If the District agrees to provide the information, AFT Part-Time Faculty

United will bear the cost associated with complying with the request. The District shall provide AFT Part-Time Faculty United with an estimated date of completion.

- 4.10 In satisfaction of the requirements of Chapter 10.7 of Division 4 of Title 1 of the Government Code, during the regular semesters, the District shall provide a cumulative total of 540 hours of compensation per semester to such Unit Members as may be designated by the Union for purposes of meeting and negotiation and the processing of grievances. Such Unit Members shall be compensated at their appropriate hourly rate on the part-time faculty schedule. Such compensation shall be considered as payment for professional ancillary activities and shall not be used for purposes of calculating eligibility for contract or regular status under the “sixty-seven percent law.” (Education Code Sec. 87482.5(c).) Not later than the first day of each semester, AFT Part-Time Faculty United will provide the Office of Human Resources and the Office of Payroll & Benefits with a list of such designated Unit Members and the number of hours of compensation awarded to each pursuant to this section. AFT Part-Time Faculty United shall promptly notify the District should subsequent changes be necessary. If an AFT Part-Time Faculty United designated representative must miss a class due to union business, the representative shall contact the appropriate dean so that every effort can be made to avoid a class cancellation.
- 4.11 The District shall provide the AFT Part-Time Faculty United with contact information electronically for unit members as a list of the following information, with each field in its own column, for all bargaining unit members within five (5) days of the last payroll date of September, January, and May as follows:
 1. First Name;
 2. Middle initial;
 3. Last name;
 4. Suffix (e.g., Jr., III);
 5. Preferred name (if indicated);
 6. Job Title;
 7. Department(s);
 8. Primary worksite;
 9. Work telephone number;
 10. Home Street addresses (incl. apartment #);
 11. Mailing address (if different);
 12. City;
 13. State;
 14. Zip Code (5 or 9 digits);
 15. Home telephone number (10 digits) (if available);
 16. Personal cellular telephone number (10 digits if available);
 17. Personal email address of the employee (if available);
 18. Hire date.

The District shall also provide the above information regarding newly hired Part-Time Faculty within 30 days of their date of hire.

Personal contact information restricted under Government Code section 6254.3 may be withheld upon an employee's written request to maintain their private information.

In lieu of providing the information above in the form of a list, the District may meet this obligation by providing the AFT Part-Time Faculty United access to a secure electronic site within which the above information is available.

- 4.12 At least once each month, designated representatives of the District and AFT Part-Time Faculty United shall meet on a mutually agreed upon date, place, and time for the purpose of reviewing the administration of this Agreement and for the purpose of resolving any problems that may arise. Representatives of AFT Part-Time Faculty United may submit agenda items for discussion. The agenda will be prepared by the District and mutually agreed upon by both parties.
- 4.13 For those college-wide committees that have full-time union representation, the part-time faculty union shall also have representation.
- 4.14 The District shall post this Agreement on the District Web site and also make it available in PDF format for download from that Web site. The Office of Human Resources shall provide each newly hired part-time faculty member with instructions on how to find the Agreement on the District Web site. A unit member may obtain a printed copy of this Agreement by submitting a written request to the Office of Human Resources.
- 4.15 The District shall provide AFT Part-Time Faculty United with electronic access to current board policies on the District Web site.
- 4.16 Payroll Deductions - The District shall make the appropriate deduction from each bargaining unit member's monthly wages unless otherwise instructed by the AFT-PTFU leadership.
- 4.17 New Employee Orientation – The District shall provide the AFT Part-Time Faculty United with access to its new employee orientations.
 - 4.17.1 “New employee orientation” refers to the process by which a newly hired public employee — whether in person, online, or through other means or media — is advised of their employment status, rights, benefits, duties and responsibilities, or any other employment-related matters.
 - 4.17.2 The District shall provide at least ten (10) days advance notice, when possible, of Part-Time Faculty orientations to the AFT Part-Time Faculty United.
 - 4.17.3 In the event the District conducts group orientations with new employees, the AFT Part-Time Faculty United shall have thirty (30) minutes for AFT Part-Time Faculty United representative(s) to conduct the orientation session at a certain time specified on the agenda.
 - a. The AFT presentation shall be included on the District's orientation agenda.
 - b. The AFT shall be allowed to present written materials, including a membership authorization form, during their presentation.

4.17.4 Newly hired Part-Time Faculty who attend the District's orientation session shall be paid for three hours.

ARTICLE 5: Grievance Procedure

5.1 Definitions

- 5.1.1 “Grievant:” a “grievant” is the Union (AFT PTFU), a unit member, or a group of unit members who allege a violation, misinterpretation, or misapplication of one or more specific sections of this Agreement.
- 5.1.2 “Grievance:” a “grievance” is an allegation that there has been a violation, misinterpretation, or misapplication of one or more specific sections of this Agreement.
- 5.1.3 “Working day:” for the purposes of this article, a “working day” is defined as any calendar day that the College’s business offices are open and classes are being held. Working days do not include holidays or weekends.

5.2 General Provisions

- 5.2.1 The District and AFT Part-Time Faculty United agree that a reasonable effort will be made by the District and the unit member(s) to resolve the grievance(s) in an informal manner at the lowest possible level.
- 5.2.2 Each party involved in a grievance shall act in a timely manner so that the grievance may be resolved promptly. However, with the written consent of the Union and the District, the time limits for any level may be extended. The right to grieve the incident is forfeited when AFT PTFU fails to adhere to the time limits. If the District fails to respond within the time limits, the grievance will proceed to the next level in the grievance process.
- 5.2.3 The Grievance and Appeal Form appears in Appendix B. The form requires that the grievant must specify the precise section(s) of this Agreement which have been violated, misinterpreted, or misapplied and requires the grievant to specify a requested remedy.
- 5.2.4 The grievance process may not be used to challenge the termination or non-renewal of an assignment unless a violation, misinterpretation, or misapplication of Article 13 is alleged.
- 5.2.5 The grievant shall have the right to be present at the meeting for each level of the grievance procedure. All parties shall make every effort to schedule grievance meetings at mutually convenient times. A grievance meeting shall not be scheduled during the time the grievant is required to be present in class.
- 5.2.6 Grievances of a similar or like nature may be joined as a single grievance upon the written mutual consent of the grievants involved and the District. Should the grievances be consolidated, the final grievance decision shall be binding upon all parties to the consolidated grievance.
- 5.2.7 In adjusting the grievance, the grievant and the District shall have equal access to any documents and District records not otherwise protected from access by law.

Access to the personnel file of the grievant by the Union will be permitted only where the Union has the written authorization of the grievant.

- 5.2.8 All grievance documents and/or files shall be maintained in a section of the Human Resources filing system separate from the personnel files. Access to grievance documents shall be limited to District personnel charged with the processing of grievances, the grievant, and AFT Part-Time Faculty United representatives with written authorization by the grievant.
- 5.2.9 No reprisals of any kind shall be taken by the District or AFT Part-Time Faculty United against any grievant or other participant in the grievance procedure by reason of such participation.
- 5.2.10 Other than AFT Part-Time Faculty United no other person or organization may represent the grievant. However, a bargaining unit member may file a grievance on their own behalf and incur any costs. With the exception of arbitration, the grievant shall be allowed to process and attend every step of the grievance procedure.
- 5.2.11 The grievant shall be accompanied by AFT Part-Time Faculty United at all grievance meetings unless representing themselves. In situations in which the grievant has chosen to represent themselves, the District shall not agree to a final resolution of the grievance until AFT Part-Time Faculty United has received a copy of the grievance and the proposed settlement and has been given the opportunity to file a response to the matter within ten (10) working days of that receipt. Such settlements shall not be precedents for other disputes, except by written agreement between the District and the Union.
- 5.2.12 The Manager or Dean shall forward all documentation related to the grievance to the Vice Presidents of Instruction and Human Resources.

5.3 Procedures

5.3.1 Informal

- 5.3.1.1 Within twenty (20) working days after the alleged acts or omissions giving rise to the complaint or after the grievant should reasonably have known of the alleged act or omission giving rise to the complaint, the grievant shall present the grievance to the grievance officer of AFT PTFU to determine if a grievance against the contract exists. If the complaint is a grievance, the grievant and AFT PTFU have ten (10) days to schedule and hold a conference with the manager or dean. The grievance officer will accompany the grievant to the informal conference. If the grievant does not present the alleged grievance within the fifteen (15) working days noted above, the right to grieve the incident is forfeited.
- 5.3.1.2 The Manager or Dean shall have ten (10) working days to respond. If not resolved, the matter will be moved to Level One Grievance.

5.3.2 Level One

- 5.3.2.1 Formal Level I: within ten (10) working days after Manager or Dean responds, or should have responded, if the grievant is not satisfied, the grievant and the grievance officer will present the grievance in writing to the grievant's immediate Manager or Dean. The grievant shall deliver a copy of the Level One grievance to AFT Part-Time Faculty United. If the grievant does not present the grievance within the ten (10) working days noted above, the right to grieve the incident is forfeited.
- 5.3.2.2 This grievance statement shall be a clear, concise statement of the alleged violation, misinterpretation, or misapplication of a specific article and section of this Agreement, the circumstances involved, the decision rendered at the informal conference, if any, and the specific remedy sought. The grievance shall be submitted on the Grievance Form.
- 5.3.2.3 The immediate Manager or Dean shall communicate their decision in writing to the grievant and to AFT Part-Time Faculty United within ten (10) working days after receiving the Level One grievance.

5.3.3 Level Two

- 5.3.3.1 In the event the grievant is not satisfied with the decision at Formal Level One, the grievant may, with the grievance officer, within ten (10) working days, appeal the decision in writing in a meeting with the Vice President of Instruction or their designee. The grievant shall deliver a copy of the Level Two grievance to AFT Part-Time Faculty United. This appeal shall include a copy of the original grievance, the decisions rendered, and the reasons for the appeal.
- 5.3.3.2 The Vice President of Instruction or designee shall communicate their decision in writing to the grievant and AFT Part-Time Faculty United within fifteen (15) working days after receiving the Level Two grievance.

5.3.4 Level Three: Mediation

- 5.3.4.1 If the grievant is not satisfied with the decision at Level Two, at the grievant's option, they may, with the grievance officer, within ten (10) working days of the receipt of the decision on the grievance from Level Two, submit to AFT Part-Time Faculty United, a written request for mediation of the grievance. Upon notification from AFT PTFU, the Vice President of Human Resources shall, within ten (10) working days after the receipt of the written request, submit to the California State Mediation and Conciliation Services a request for the services of a mediator. AFT Part-Time Faculty United and the District shall jointly agree to the mediator selected.
- 5.3.4.2 If a satisfactory resolution of the grievance is achieved by means of this mediation process, both parties to the grievance shall sign a written

statement of the resolution to that effect and thus waive the right to further appeal the grievance.

5.3.5 Level Four: Arbitration

- 5.3.5.1 If the grievance was submitted to mediation but the mediation process did not produce a mutually acceptable resolution, within ten (10) working days of the mediation meeting, the grievant may request, in writing, that the Union submit the matter to binding arbitration. Only AFT PTFU may make the decision to move the grievance forward to binding arbitration. The ability to move to binding arbitration is forfeited if the deadline to file is not met.
- 5.3.5.2 If the decision of AFT PTFU is to move the grievance to binding arbitration, then within fifteen (15) working days following receipt of the written request for arbitration, the Union shall notify the District in writing that it is submitting the grievance to binding arbitration.
- 5.3.5.3 AFT Part-Time Faculty United and the District shall attempt to agree upon an arbitrator. If no agreement can be reached, within 15 working days, the Vice President of Human Resources shall request a list of five (5) names from the California State Mediation and Conciliation Services to provide a roster of five names of persons experienced in hearing grievances in public agencies. Each party shall alternately strike a name until only one name remains. The order of striking shall be determined by lot. The remaining name shall be the arbitrator.

5.3.6 Arbitration Procedure

- 5.3.6.1 The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this Agreement, but shall determine only whether or not there has been a violation, misinterpretation, or misapplication of this Agreement. The decision of the arbitrator shall be based solely upon the evidence and arguments presented to them by the respective parties in the presence of each other and upon the arguments presented in briefs.
- 5.3.6.2 Either party may, at its own expense, cause the hearing to be recorded by a certified court reporter, and the other party may, at its own expense, receive a certified copy of the record so created, or the parties may bear the expense equally.
- 5.3.6.3 The arbitrator's decision shall be in writing and shall set forth all relevant findings of fact, reasoning, and conclusions on the issues submitted. The arbitrator shall be without power or authority to make any recommendation that requires the commission of an act prohibited by law or that violates the terms of this agreement. The findings, conclusion, and recommendation of the arbitrator shall be final and binding on both parties.

5.3.6.4 The cost of the services of the arbitrator will be borne equally by the District and Union. All other expenses shall be borne by the party incurring them.

ARTICLE 6: Evaluation

6.1 To assure the highest quality educational programs and services, Unit Members shall be observed and evaluated.

6.2 Definitions

6.2.1 An “evaluatee” is the Unit Member being evaluated.

6.2.2 An “evaluator” shall be the Dean or appropriate administrator for the evaluatee. Per Education Code Section 87663(c), the evaluation shall include a peer review process.

6.2.3 A “peer reviewer” may be either a part-time or a full-time faculty member from the part-time faculty member’s discipline or related discipline.

6.2.4 An “observation” is a continuous period of not less than thirty (30) minutes during which the observer or peer reviewer observes the Unit Member in the performance of their duties. The Peer Observation Form will be used during the observation.

6.2.5 A “short-term” class is defined as any course less than eight (8) weeks.

6.2.6 A satisfactory final evaluation is defined as an average of 3.0 or higher as defined on the evaluation forms in Appendix B, participation in the assessment and evaluation of Student Learning Outcomes, and timely completion of census, grades, positive attendance reporting and absences, as applicable.

6.2.7 For the purpose of this article, a working day is defined as a day that the central administrative offices of the District are open for business and classes are being held.

6.2.8 The Dean or appropriate administrator prepares a “final evaluation report” that includes the observation report, a summary of student evaluations, and information regarding the adjunct faculty member’s participation in the assessment and evaluation of Student Learning Outcomes and timely completion of census, grades, positive attendance reporting and absences, as applicable.

6.3 Scheduling and Frequency

6.3.1 A Unit Member who has not met the requirements to receive priority assignment as described in 13.3 shall be evaluated during the first regular semester of employment and during the third semester of employment.

6.3.2 A Unit Member may be observed any semester that the Unit Member is employed but not less than once in a six-semester period.

6.3.3 Observations for the purpose of evaluation must be held during any scheduled class or non-teaching assignment. An evaluatee shall be notified by the Dean or

appropriate administrator five (5) working days in advance of an observation. The notification shall include a copy of a blank observation form (see Appendix B).

- a) Observations for classes between more than eight (8) and less than sixteen (16) weeks shall be conducted no earlier than the third (3rd) week of classes and no later than three (3) weeks before the end of the class.
- b) Observations for eight-week classes shall be conducted no earlier than the second (2nd) week of the class and no later than the sixth (6th) week of the class.
- c) Observations for part-time faculty in off-campus clinical settings may be conducted whenever feasible during the semester due to the distance and scheduling of clinical hours.
- d) Observations for short-term classes that are more than five (5) weeks but less than eight (8) weeks, shall be conducted after the first 20% and no later than 80% of class meetings. An evaluatee shall be notified by the Dean or appropriate administrator twenty-four (24) hours in advance of an observation.
- e) Observations for short-term classes less than five (5) weeks, shall be conducted before the end of the semester. An evaluatee shall be notified by the Dean or appropriate administrator twenty-four (24) hours in advance of an observation.

6.3.4 Within five (5) days after discussing the observation with the reviewer, the evaluatee may also have the option of requesting a second observation by a different observer in the event that they have serious concerns with the initial observation.

6.3.5 The District reserves the right to make unannounced visits to the classroom or non-instructional worksite.

6.4 General Evaluation Procedures

- 6.4.1 Unit Members shall be evaluated according to the criteria established by the District and the Union.
- 6.4.2 The Unit Member shall also be notified that the evaluator or designee will conduct student evaluations of the Unit Member's performance. When student participation is less than 50% of the census enrollment, the evaluator shall take into account and consider when evaluating the Unit member that less than a majority of the students have provided feedback.
- 6.4.3 For part-time faculty counselors, student evaluations will be administered electronically at the conclusion of each meeting between the 4th and 12th weeks of the semester.
- 6.4.4 As a peer reviewer, a part-time or full-time faculty within the Unit Member's discipline shall perform a classroom, library, or counseling observation of student contact activities for at least thirty (30) minutes. Part-time faculty can volunteer to

be a peer observer. If a part-time or full-time faculty member from within the Unit Member's discipline is not available to perform the peer review, the District shall select a peer reviewer from a related or similar discipline.

- a) A part-time faculty member will have five (5) working days from the date they receive notification that they will be evaluated to submit to the appropriate administrator a recommendation for a peer observer (or observers) who have agreed to participate in the evaluation.
- b) The observer will receive in the college mail (electronic or hard copy) the class observation form/peer review report (Appendix B).
- c) Part-Time peer reviewers will be paid eighty dollars (\$80) per peer observation. Requests for compensation will be submitted to payroll no later than the last day of the semester in which the observation was completed. Peer reviewers required to travel to a clinical site for the purpose of the observation shall be eligible for mileage reimbursement.
- d) Peer observation will follow the timeline in 6.3.3.
- e) The peer observer will send a hard copy of the completed form within one (1) week to the appropriate administrator.
- f) There shall be a student feedback component included in the evaluation, however, it shall not be the sole determining factor in the Unit Member's evaluation.

6.4.5 After all of the evaluation components have been completed, the Dean or appropriate administrator shall prepare a final evaluation report that includes the observation report and a summary of student evaluations. The final evaluation report should be completed no later than the last week of class prior to the end of the class in which the member is being evaluated. That includes information regarding each part-time faculty member's participation based on the most recent assessment and evaluation of Student Learning Outcomes if assigned by Area Dean or appropriate administrator pursuant to Article 12.5.

If the Dean or appropriate administrator does not complete the final evaluation report within the specified time frame, the evaluatee may request that the Dean or appropriate administrator complete the report within the first two weeks of the following semester.

6.4.6 Prior to the start of the following semester in which the member is being evaluated and after the final evaluation report has been completed, the Dean or appropriate administrator shall communicate with the Unit Member the results of the evaluation. For short-term classes, the Dean or appropriate administrator shall communicate the result of the evaluation with the unit member prior to the start of the following semester.

- 6.4.7 The final evaluation report shall require the signatures of the evaluatee as well as of the evaluator. The evaluatee's signature shall signify receipt of a copy of the evaluation, not necessarily their agreement with its content. The final evaluation report shall be placed in the Unit Member's personnel file.
- 6.4.8 In the event that the evaluatee disagrees with the final evaluation, they may submit within ten (10) working days after signing the report, a statement of exception to the Office of Human Resources. The statement of exception shall be stapled to the original final evaluation report and become part of the Unit Member's personnel file.
- 6.4.9 A Unit Member shall be evaluated for any instructional or non-instructional assignment. However, subsequent to the Unit Member's initial evaluation, they shall not be evaluated in more than one assignment during any given semester.
- 6.4.10 The parties agree that the evaluation process as outlined within this Article is a shared responsibility.
 - a) Failure of the evaluatee to participate in the evaluation process as outlined within this Article relieves the District of considering priority assignments.
 - b) If the District fails to complete an evaluation within one semester from the date it is due, the evaluation requirement will be deemed satisfied for that semester. If the unit member meets all other criteria outlined in Article 13.3, Eligibility for Priority Assignments, the unit member will be granted priority status.

ARTICLE 7: Personnel Files

- 7.1 There shall be only one Personnel File for each Unit Member, and it shall be maintained by the District in the Human Resources Office. The cabinets in which Personnel Files are kept shall be locked at all times outside of normal business hours. Except as provided in a settlement agreement between the District and the grievant(s), documents related to grievances shall not be included in the Personnel File.
- 7.2 Each Unit Member shall have the right to review the contents of their own Personnel File by making a prior appointment for review. The review shall take place at a time when the Unit Member is not otherwise required to render service to the District and during normal working hours of the Human Resources Office.
- 7.3 The District shall be bound by applicable federal and state statutes concerning the privacy and confidentiality of Personnel Files. Routine access to the Personnel File shall be limited to Human Resources Office staff responsible for maintaining the Personnel Files. If a Unit Member is an applicant for any position in the District, the hiring committee for that position may have access to the Unit Member's Personnel File when required by the District's hiring procedure. A member of the District Governing Board shall have access to a Unit Member's Personnel File only during a duly noticed meeting of the Governing Board, and then only if necessary, for a personnel action that is on the agenda for that meeting. The following are the only other administrators permitted to review a Unit Member's Personnel File:
 - 7.3.1 The superintendent/president of the District
 - 7.3.2 The District vice president responsible for the Unit Member's division
 - 7.3.3 The Unit Member's division dean or other administrator responsible for the Unit Member's division or assignment.
- 7.4 If a unit member is an applicant for any position in the District, the unit member may make a written request to have items from their personnel file copied and provided to the hiring committee. Only items required for the application process shall be copied and provided to the hiring committee. The hiring committee for that position may have access to the Unit Member's Personnel File when required by the District's hiring procedure.
- 7.5 A Unit Member may authorize a representative to review the file. The authorized representative may be any person selected by the Unit Member, including persons not employed by the District. If reviewed in the absence of the Unit Member, the designated representative shall first present the written authorization and appropriate identification.
- 7.6 No anonymous material shall be placed in any Unit Member's Personnel File.
- 7.7 Information of a derogatory nature shall not be entered or filed unless the Unit Member is first given a copy of the derogatory material and provided a period of ten (10) working days to review the material and prepare a written response. The Unit Member's response shall be attached to the derogatory material when it is placed in the Personnel File.

7.8 The District shall keep a log identifying all person(s) (other than Human Resources office staff whose duty it is to maintain the files) who have reviewed the contents of the Personnel File. The log shall be maintained in the Unit Member's Personnel File and shall include the date and the name of the person who reviewed the file.

ARTICLE 8: Leaves

8.1 Sick Leave

- 8.1.1 Unit Members will be granted sick leave on a prorated basis (from 10 days) as required in the Education Code Section 87781. Prorated sick leave shall mean, for example, if a Unit Member has a 40% load in a particular semester, the Unit Member shall be credited with 40% sick leave of what a full-time faculty member is granted for one semester (i.e., 40% of 5 days, or 2 days). Sick leave for part-time faculty shall be accumulated in hours.
- 8.1.2 A Unit Member shall notify the Division Dean or designee as soon as possible when illness or injury causes the Unit Member to be absent from their assignment. Unless the cause for absence arises unexpectedly within that time, such notice shall occur no less than three (3) hours prior to the scheduled beginning time of the Unit Member's assignment.
- 8.1.3 Unit Members on an authorized leave of absence remain members of the Bargaining Unit during such leaves of absence. Paid leaves of absences do not continue beyond the conclusion of the contracted semester/session in which they were granted. If a Unit Member has a faculty assignment for a subsequent term, then authorized leaves of absence may be carried into that subsequent term.
- 8.1.4 The total unused sick leave accumulated by the Unit Member shall appear on each payroll warrant.
- 8.1.5 Any unused portion of this sick leave will be accumulated indefinitely as long as the unit member is a part-time faculty member of the District.
 - 8.1.5.1 At the request of the employee, accumulated sick leave may be transferred to other districts within California according to pertinent regulations. Once transferred, sick leave cannot be transferred back to the District. The District bears no responsibility for sick leave policies and procedures at other institutions.
- 8.1.6 Deductions from sick leave for any person placed under quarantine shall be made on the same basis as if the Unit Member were ill.
- 8.1.7 A Statement of Absence will be signed by any Unit Member absent because of illness immediately upon their return to work. A return to work released from their healthcare provider may also be required.

8.2 Personal Necessity Leave

- 8.2.1 Each semester, at the discretion of the Unit Member, a Unit Member may use accumulated sick leave for personal necessity, which shall be deducted from the Unit Member's accumulated sick leave. The maximum amount of personal necessity leave taken in any one semester is limited to sixty percent (60%) the

amount of sick leave (3 days, per Ed Code Section 87781.5) the Unit Member could earn in that semester.

- 8.2.2 Unit Members shall submit notification for personal necessity leave to their immediate supervisor at least two (2) working days prior to the beginning of the leave, except when extenuating circumstances make this impossible.
- 8.2.3 After returning from Personal Necessity Leave, the Unit Member shall complete and submit a form furnished by the District containing the dates of absence. The Unit Member's signature shall signify that the activity was consistent with the purpose of this section. Falsification of this document is grounds for disciplinary action.

8.3 Bereavement Leave

- 8.3.1 Unit Members shall be entitled to use paid leave of up three days, or five (5) days of paid leave if travel out of state or beyond a radius of three hundred (300) miles is necessary, upon the death of a member of their immediate family.

Unit Members are also entitled to use accrued paid time off (e.g., personal leave, accrued and available sick leave that is otherwise available to the employee) or unpaid leave for the remainder of a total of five (5) days of leave bereavement death.

Additional days off (paid or unpaid) may be requested by the bargaining unit member.

- 8.3.2 For purposes of bereavement leave, immediate family shall be defined as: the mother, father, grandmother, grandfather, or a grandchild of the Unit Member or of the spouse of the Unit Member, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the Unit Member, registered domestic partner, or a person who has resided in the household of the Unit Member for two or more years.
- 8.3.3 Use of this leave shall be taken within three (3) months from the date of the death of the family member, and need not be taken consecutively.

8.3.4 Verification

Within thirty (30) days of a request by the District, the bargaining unit member may be required to provide documentation of the death of the immediate family member. Documentation includes death certificate, a published obituary, or written certification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or government agency.

8.4 Jury Service Leave

- 8.4.1 Leave shall be granted for the time of attendance required in court and certified by the clerk or other authorized officer of such jury or court. The time of attendance

required in court is only that time that occurs when the Unit Member is assigned in-class time.

8.4.2 Payment shall be made for such leave upon receipt of documentation from the court. Payment shall be made only during the term of the member's teaching contract.

8.4.3 Notification for jury service leave shall be made to the dean within ten (10) working days of the receipt of the summons, accompanied by a copy of the jury summons.

8.5 Leave to Attend Professional Conferences

8.5.1 With approval of the superintendent/president, or their designee, a Unit Member may be authorized to travel to and attend conferences or special meetings in the performance of school duties. Such travel and attendance at conferences will not constitute absence from teaching service.

8.5.2 Upon return from authorized travel, the Unit Member shall submit a written request for travel reimbursement to the administrative supervisor within a period of ten (10) working days, provided that reimbursement for expenses has been authorized.

8.6 Catastrophic Leave

This program allows a part-time faculty member to donate accrued sick leave to support a colleague who has exhausted their paid leave due to a catastrophic illness.

8.6.1 Definitions

8.6.1.1 **Catastrophic illness:** A serious illness or injury that is expected to incapacitate the Unit Member for an extended period of time or that incapacitates a member of the employee's family and is substantiated by a health care provider.

8.6.1.2 **Eligible Family Member:** An Unit Member's spouse, registered domestic partner, parent, child, sibling, grandparent or grandchild; in-laws and step-relatives in these relationships; registered domestic partner; or any other person in the employee's household for whom there is a personal obligation.

8.6.2 Policy

8.6.2.1 **Catastrophic Leave Bank – Establishment:** A Catastrophic Leave Bank is hereby established and is to be maintained by the District.

8.6.2.2 **Eligibility – General:** Any part-time faculty member who accrues sick leave may act as a donor or a recipient during the regular term (fall or spring), providing no categorical fund sources are utilized.

- 8.6.2.3 Eligibility – Recipients: The recipient must be on an approved leave without pay for the period to be covered by the donations which will not exceed the end of the current contract, i.e., fall or spring term for which employed. The recipient must exhaust all paid sick leave before using donations and must request donations in writing on a form approved by the District and the Union and submitted to Human Resources.
- 8.6.2.4 Approvals: A request for catastrophic leave requires the approval of Human Resources.
- 8.6.2.5 Making Donations: Providing that part-time faculty members have accrued at least 13 hours of sick leave, they may volunteer to donate sick leave. The donation may be for deposit into the Catastrophic Leave Bank. The donation must be four (4) hours or more, in whole hour increments, and 9 hours of sick leave must be retained in the donor's leave account. The donor may not revoke the donation. Leave donated and not used by the requesting member will be banked for future unit members. Leave may not be donated upon termination from employment with the District.
- 8.6.2.6 Receiving Donations: Sick leave is transferred hour for hour, regardless of differing pay scales. For each pay period, the recipient uses their own accruals from the prior pay period, and then the number of donated hours needed to equal their pre-leave percent of time. No one person may use more than one-half of the leave available in the Catastrophic Leave Bank.
- 8.6.2.7 Any unused balance in the Catastrophic Leave Bank shall accrue from year to year.
- 8.6.2.8 Confidentiality: Information about the nature of the illness may be communicated to potential donors to the extent authorized by the employee. Information about a donor shall not be disclosed except by the donor.
- 8.6.2.9 HR will report the leave bank balance to the Union by the fifth week of each semester.

ARTICLE 9: Workload

- 9.1 The load of a part-time faculty member will not exceed 67% of a full-time faculty load without approval from the Chief Instructional Officer. There shall be no arbitrary limit set by policy of the District or any division or department of the college to restrict part-time faculty from achieving a sixty-seven percent (67%) workload.
- 9.2 Ancillary activities shall not be part of the calculation of the Unit Member's workload for purposes of this Article and pursuant to Education Code section 87482.5I. Ancillary activities shall be duties and responsibilities assumed by a Unit Member that are not required of all Unit Members having similar instruction, counseling, or library assignments. Ancillary activities include, but are not limited to, service as a member of the Academic Senate, hiring committees, evaluation committees, department committees, and shared governance committees of the college. Other examples of ancillary activities are grant-writing, curriculum development, advising student organizations (unless that is an essential function of a particular instructional assignment), and administering the Collective Bargaining Agreement and includes mandatory paid orientation for new unit members or unit members absent for four (4) or more consecutive semesters.
- 9.3 Minimum class guidelines:
 - 1) The minimum class size for all classes is typically twenty (20) at census. The Chief Instructional Officer has discretion to make exceptions for reasons that may include, but are not limited to:
 - a) Required in a VVC certificate
 - b) A course in a sequence of advanced study
 - c) Limited by classroom/laboratory facilities
 - d) An experimental or pilot course
 - e) Governed by state regulations mandating class size
 - 2) Classes with fewer than fifteen (15) students may be permitted at the discretion of the Chief Instructional Officer if they meet the requirements of Title V, Section 51702.
 - 3) The Chief Instructional Officer will review enrollment information in order to determine course cancellations.
 - 4) If a class is permitted to continue, it will not generally be closed during a semester. If the class is cancelled, the instructor will be compensated at their prevailing hourly rate for time worked up to the time of cancellation.
 - 5) Any provisions in the Agreement applicable to class size (over-enrolled classes) during the regular school year and the summer session shall also be applicable in the winter session.
- 9.4 Maximum Class Size

9.4.1 In order to maintain quality instruction and to best serve students, maximum course size will be determined by the Vice President of Instruction with discipline chair and in accordance with the Best Teaching Practices as prescribed by the Statewide Academic Senate. Course maximums will be listed on the course outline of record.

9.4.2 The combined enrollment for multiple “face to face,” on-campus sections or courses that are taught simultaneously by the same instructor shall not exceed the maximum specified in Section 9.4.1.

9.4.3 It is possible to have an over-enrolled online class that is allowed by the Chief Instructional Officer and agreed to in writing by the faculty member. Over-enrollment will be compensated at their prevailing hourly rate and will not be counted as load. Payment will be according to Table 1 below:

Class Size	Percentage of Hourly Rate
38-44	25%
45-51	50%
52-59	75%
60+	100%

ARTICLE 10: Benefits Part-time Health Insurance

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ARTICLE 11: Working Conditions

- 11.1 Safe Working Conditions. Other than the hazards that are customary and usual for their occupation, Unit Members shall not be required to work in unsafe conditions or to perform tasks that endanger their health, safety, or well-being.
 - 11.1.1 Compliance. The District and each Unit Member shall endeavor to maintain facilities according to current requirements imposed by the county, state, and federal laws, including, but not limited to, the county ordinances policed by county safety inspectors through the Central Services Department, the Occupational Safety and Health Act of 1973 (29 U.S.C. 651 et seq.) administered by the OSHA Review Commission and the California Occupational Safety and Health Act (California Labor Code Sections 6300 et seq.) administered by the Division of Industrial Safety.
 - 11.1.2 Reporting. It shall be the duty and responsibility of both the District and the Unit Members to report any condition believed to be a violation of Section 11.1.1 of this Agreement. Except in cases of emergencies, Unit Members shall report in writing to the vice president for Administrative Services as soon as possible after observance. This section of the Agreement shall not be the basis for discipline of a Unit Member. However, nothing contained in this section shall be construed as limiting the right of the District to discipline a Unit Member for failure to report a safety violation if the duty to report arises under the statutes cited in Section 11.1.1 or the common law of the state of California or the United States of America.
 - 11.1.2.1 The District shall investigate alleged violations of the statutes cited in Section 11.1.1 and take appropriate, reasonable action within the time constraints specified in the statute. Within ten (10) working days of the taking of corrective action, the District shall inform the Unit Member of the action taken.
 - 11.1.2.2 No Unit Member shall suffer any recrimination and/or reprisals as a result of reporting any condition believed to be a violation of Section 11.1.1 of this Agreement.
- 11.2 Participation in Governance
 - 11.2.1 In accordance with Education Code Section 87482.8(d), “Part-time faculty should be considered to be an integral part of their departments and given all the rights normally afforded to full-time faculty in the areas of book selection, participation in department activities, and the use of college resources, including, but not necessarily limited to, telephones, copy machines, supplies, office space, mailboxes, clerical staff, library, and professional development.”
 - 11.2.2 Unit Members shall have the right to participate in faculty service beyond their regular assignment. Such service shall include, but not be limited to, course development and grant writing.

- 11.3 Part-Time Faculty Work Area. The District shall provide Unit Members four (4) common work areas to be shared with all Unit Members. The common area shall include enclosed spaces which provide adequate privacy for confidential conversations between Unit Members and their students. The facility shall be equipped with a telephone, computer, Internet access, copier and District-supplied software. No fewer than two (2) work areas will be on the lower campus and no fewer than two (2) on the upper campus.
- 11.4 Travel. If a Unit Member has written District approval to use their own vehicle for authorized District business, the District shall:
 - 11.4.1 Provide reimbursement at the District's established mileage rate.
 - 11.4.2 Provide Worker's Compensation insurance for that Unit Member per the District's insurance policy coverage.
- 11.5 Parking. The District shall not charge any Unit Member for parking at any District site or facility.
- 11.6 Commencement. Participation at commencement shall be voluntary.

ARTICLE 12: Compensation

12.1 Part-time faculty shall be paid for credit courses as shown in Table A.

12.1.1 For 2022-2023: Effective July 1, 2022, each cell of the part-time salary schedule (Table A) shall be increased by the state funded COLA for fiscal year 2022-2023 plus 4%. All retroactive salary increases will be paid within 45 calendar days of ratification by AFT and approval by the Governing Board.

12.1.2 For 2023-2024: Effective July 1, 2023, each cell of the 2022-2023 part-time salary schedule (Table A) shall be increased by 5%.

12.1.3 For 2024-2025: Effective July 1, 2024, each cell of the 2023-2024 part-time salary schedule (Table A) shall be increased by 3%.

Effective Fall 2022 semester and through the duration of this agreement, should CTA negotiate a percent increase to their salary schedules higher than those negotiated by AFT, AFT members will automatically receive the same percent increase to their hourly rate.

Table A
Academic/Vocational

	<u>Column A</u>	<u>Column B</u>	<u>Column C</u>	<u>Column D</u>	<u>Doctoral Stipend*</u>
Hourly Rate	\$61	\$62	\$64	\$67	\$125/unit for the academic year
Unit of Pay Credit Courses	\$1098	\$1116	\$1152	\$1206	

* The above amounts shall be increased by the same percentage of wage increases in Article 12.1 above, rounded up to the nearest dollar effective July 1 of each year.

Academic/Vocational

Non-Credit Pay

Academic: Column A – (Minimum Qualifications) Column B – (Master's + 15 or Bachelor's + 60***) Column C – (Master's + 30 or Bachelor's + 75***) Column D – (Master's + 45 or Bachelor's + 90 ***)	Vocational**: Column A - (Minimum Qualifications) **** Column B – (Associate's with 6 years of professional experience ****) Column C – (Bachelor's with 2 years of professional experience ****) Column D - (Master's with 2 years of professional experience ****)
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* Not to exceed \$3,000

- ** Those disciplines for which a master's degree is generally not expected or available
- *** Including Master's Degree
- **** Required Professional experience cannot be used for vertical progression on schedule

12.1.1 All part-time faculty are to be paid for credit courses with a stipend for accredited doctorates.

12.1.2 Part-time parity funding will be utilized according to regulatory provisions.

12.1.3 In the event of an unanticipated fiscal crisis, both parties agree to renegotiate in order to maintain the fiscal solvency of the district.

12.2 Placement and Advancement

12.2.1 Placement of Part-Time Faculty on the Salary Schedule

The Disciplines List by the Academic Senate for California Community Colleges will be the document used to determine academic/professional placement.

1. Academic Placement - Placement shall be made on the basis of academic education.
2. Column Placement: For academic faculty, column placement shall be made on the basis of academic education. For vocational/professional faculty, placement shall be made on the basis of experience and academic education.

12.2.2 Advancement on the Salary Schedule (Column Advancement)

Advancement shall be made based on earned degrees and units earned subsequent to the completion of all requirements for the degree involved. All degrees and units must be germane to the faculty member's assignment, constitute an improvement of instructional skills or be germane to an alternate assignment of value to the District. All units, to be considered for lateral movement on the salary schedule, must be approved by the District in writing prior to taking the course.

Application for approval shall be submitted to the Chair of the Academic Development Committee, c/o Human Resources, on Appendix D-1 or D-2, for review and recommendation to the Superintendent/President for approval. If time constraints preclude prior recommendation by the Academic Development Committee to the Superintendent/President, the decision shall be made by the Superintendent/President or designee.

All degrees and units must be completed by and reported to Human Resources prior to November 1st of the contract year for movement on the salary schedule that year.

12.2.3 Acceptable Degrees and Units for Placement or Lateral Movement on the Salary Schedule

1. Only degrees and units from colleges accredited by the following Regional Accreditation Associations are accepted:
 - a. Middle State Association of Schools and Colleges (MSA)
 - b. New England Association of College & Secondary Schools (NE)
 - c. North Central Association of Schools and Colleges (NC)
 - d. Northwest Association of Secondary & Higher Schools (NW)
 - e. Southern Association of College and Schools (SA)
 - f. Western Association of Schools and Colleges (WASC)
 - g. Accrediting Commission for Community and Junior Colleges (ACCJC)
2. All units must be upper division or graduate level with the following exceptions:
 - a. Vocational/Professional faculty placed on Columns A or B.
 - b. Demonstrated benefit to the college such as, a retraining goal approved by the Superintendent/President.
3. Foreign Transcripts

All foreign transcripts must be evaluated to U.S. standards through a foreign educational credential evaluation service. A current list of approved agencies providing this service is available in Human Resources.

12.3 Part-time faculty shall be paid for non-credit courses as shown in Table B.

**Table B-1
Enhanced Non-Credit**

	Column A	Column B	Column C	Column D
<u>Hourly Rate</u>	<u>\$61</u>	<u>\$62</u>	<u>\$64</u>	<u>\$67</u>
<u>Unit of Pay</u> <u>Credit Courses</u>	<u>\$1098</u>	<u>\$1116</u>	<u>\$1152</u>	<u>\$1206</u>

* The above amounts shall be increased by the same percentage of wage increases in Article 12.1 above, rounded up to the nearest dollar, effective July 1 of each year.

**Table B-2
Non-Credit Pay**

	Hourly Rate
	\$50
Units of Pay	\$900

- * The above amounts shall be increased by the same percentage of wage increases in Article 12.1 above, rounded up to the nearest dollar.

12.4 Parity funding for part-time faculty shall be applied according to law.

12.5 Part-time Faculty shall be paid one hundred fifty dollars (\$150) for writing all components of each SLO assessment requested by their Division Dean. A part-time faculty member is not responsible for any assessment(s) unless they receive an explicit written request from their respective Dean asking them to conduct an assessment for a specific course in their discipline. If a part-time Faculty member is required by their Division Dean to create a rubric because one does not already exist, they shall be paid an additional seventy five dollars (\$75) for the creation of the rubric.

12.5.1 SLO assessments must be submitted by the due date directed by the Dean. The SLO assessment coordinator will provide confirmation of receipt of assessment to the respective Dean and the part-time faculty member.

12.5.2 Payment shall be made to the part-time instructors at the next available payroll after instructor submits their completed assessments to the appropriate Division Dean with a form including the courses and section numbers they have assessed.

12.6 In addition to hourly pay, each part-time faculty member will receive an additional one-hour's pay per week for each section taught each semester. This additional pay is in consideration for the time, effort, and contributions that part-time faculty spend with students outside of their contracted time. Payments will be made on February 9 for the Fall semester and on August 9 for the Spring semester.

ARTICLE 13: Faculty Assignments

- 13.1 Section 87482.9 of the Education Code states that reemployment rights shall be a subject of negotiations between the District and the Bargaining Agent.
- 13.2 The District and AFT Part-Time Faculty United recognize that students benefit when well-qualified, effective faculty members continue to serve as instructors, librarians, and counselors at Victor Valley College. Toward that end, the following procedure is established to encourage and facilitate the retention of successful faculty members. The procedures in Sections 13.3 through 13.5 shall not apply for vacant positions that occur within twenty (20) calendar days preceding the first duty day for that assignment. All rights to assignments under this Article 13 shall be subject to and contingent upon the District's obligations with respect to full-time faculty load.

13.3 Eligibility for Priority Assignment

For each discipline, the Vice-President of Instruction or designee shall establish a Priority List of continuing part-time faculty members. To qualify for reemployment under the provisions of this Article, Unit Members shall meet all of the following requirements:

- 13.3.1 The Unit Member shall be qualified for the specific assignment in question.
- 13.3.2 The Unit Member shall have actively taught for Victor Valley Community College District at least two (2) of the four (4) semesters within the two (2) academic years preceding the semester assignment in question.
- 13.3.3 The Unit Member shall have received two (2) satisfactory final evaluations reports.
- 13.3.4 To remain on the Priority List, the following conditions must be met:
 - a. Part-time faculty members who have qualified for priority of assignment rights within a specific discipline and who after such qualification receive an overall unsatisfactory evaluation will be timely notified of the areas identified as deficient. If during the next semester the faculty member receives less than an overall satisfactory evaluation, then they shall be removed from the priority list in that discipline. The faculty member may be reinstated after she/he has received two consecutive overall evaluations of satisfactory or above in that discipline.
 - b. The Unit Member shall NOT, without good and sufficient cause, have failed to complete their acceptance agreement as per Section 13.5 unless the District fails to provide the acceptance agreement in a timely manner.
- 13.3.5 The Vice-President of Instruction or designee shall send an updated part-time faculty priority hire list to the Vice-President of Human Resources or designee and AFT PTFU within 30 days after the end of each Fall and Spring semester to be implemented for the same semester the following academic year.

13.4 Discipline Priority Lists

13.4.1 The Vice-President of Instruction or designee shall establish for each discipline a Priority List of part-time faculty members who meet the requirements in 13.3.1 through 13.3.4 above and have satisfactory or higher consecutive evaluations for the previous two (2) academic years. Each discipline will have a Priority List and individuals may be listed on several Priority Lists. Each year, that Priority List shall be updated no later than forty-five (45) days following the close of each semester. This updated priority list shall include updated FTEF data and shall be forwarded to the AFT PTFU no later than forty-five (45) days following the close of each semester.

13.4.2 An individual part-time faculty member's priority for assignment shall be determined by her/his total accumulated FTEF (full-time equivalency) within a specific discipline. In cases where ties in priority of assignment need to be broken, the following shall be considered:

- a) The unit member's start date as a continuous part-time faculty member,
- b) A part-time faculty member who had no assignment due to circumstances beyond their control for 18 months (see section 13.5.2),
- c) A part-time faculty member who received approval by the Vice-President of Instruction to decline all offered assignments for a period of twelve (12) months (see section 13.5.3) at the District.

If a tie for priority of assignment still exists among part-time faculty after the above three (3) criteria have been applied, the tie shall be broken by lot.

13.4.2.1 When used in this Article, FTEF means Full Time Equivalent Faculty. One FTEF equals 1.00 or 100% per semester and may consist of lecture only, laboratory only, individualized instruction, or combination thereof. The following represents FTEF calculations rounded to the nearest thousandth:

- a. The FTEF for lecture is calculated by dividing the maximum total number of hours of the class for the semester, as defined in the approved course outline, by 270. For example, a course approved for 3 hours per week will have a maximum of 54 hours. The workload is 0.20 or $54/270 = 0.20$.
- b. The FTEF for individualized instruction is calculated by dividing the total number of hours of the class for the semester, as defined in the approved course outline, by 324. For example, a course approved for 3 hours per week will have a maximum of 54 hours. The workload is 0.20 or $54/324 = 0.167$.
- c. The FTEF for laboratory is calculated by dividing the total number of hours of the class for the semester, as defined in the approved course outline, by 378. For example, a course approved for 3 hours per week will have a maximum of 54 hours. The workload is 0.143 or $54/378 = 0.143$.

d. The following is an example of calculation of workload for combined lecture and laboratory:

CHEM 202 (54 hours lecture, 108 hours lab). The workload is
CHEM 202 = 0.486 or (lec 54/270 = 0.020) + (lab 108/378 = 0.286) = 0.486.

e. Non-credit FTEF is calculated by dividing the total number of hours of the class for the semester as defined in the approved course outline by 378.

f. Non-instructional part-time faculty member (counselors, librarians, etc.): one FTEF equals 35 hours/week for a primary term semester (16 weeks).

FTEF credit will accumulate for any assignment the part-time faculty member held at census.

13.4.2.2 Where part-time faculty member has been or is currently employed by the District in a capacity other than part-time teaching, only the time during which the part-time faculty member was actively teaching part-time shall be counted in determining accumulated FTEF. Full-time teaching units shall not count toward accumulated FTEF for purposes of this article, except part-time faculty member on a temporary full-time teaching assignment of no more than one year shall have 67% of such full-time teaching load counted in their accumulated FTEF.

13.4.3 Once the Priority Lists have been established as provided in 13.4.2 above, those part-time faculty members making such lists shall remain on the lists without having to re-qualify; except that a part-time faculty member may be removed as provided in 13.3.4, 13.5.4, and 13.5.5 below.

13.4.4 Within one week after initial full-time faculty assignments have been made, the Vice-President of Instruction or designee shall provide via email a list of all available assignments to the part-time faculty members on the priority hire list. The part-time faculty members shall respond via email or written documentation within five (5) working days, indicating their preference for assignments (up to the legal percentage limit of a full-time load). Faculty shall also indicate the days/times in which they are not available for assignments.

Within five (5) working days, the Vice-President of Instruction or designee shall notify the part-time faculty members of their assignments.

For assignments that become available less than 30 days prior to the start of classes, part-time faculty shall respond via email or written documentation within 3 working days indicating their preference for the assignment.

13.4.5 Assignment Sequence

Part-time faculty members' course assignments shall proceed in the following order: (a) Part-time faculty members on the Priority List, and (b) Part-time faculty members on the Priority List in order of their accumulated FTEFs within a discipline.

A part-time faculty member who is not on the priority list shall not receive an offer of assignment unless each individual faculty member on the priority list has been offered an assignment according to this Article.

- 13.4.6 Part-time faculty members who are determined to be no longer eligible by the Vice-President of Instruction for priority assignment will be notified in writing by the Dean.

13.5 Offers of Assignments

- 13.5.1 In the event the percentage of FTEF assignment of a part-time faculty member who has qualified for priority of assignment rights must be reduced due to circumstances beyond their control (cancellation of a class(es), hiring of full-time faculty, etc.), the affected faculty member shall have the right to maintain her/his current percentage of FTEF assignment. If the cancellation is made prior to the start of classes, part-time faculty who had a reduction in assignment will be contacted by the appropriate manager and advised of the assignments from their approved list which are either available or being held by a part-time faculty member with less or no priority of assignment status. The affected part-time faculty member may then select an assignment within her/his approved list of assignments. The intended result of this selection shall be to displace the faculty member with the least priority of assignment or no priority of assignment. In the event the above reduction must be made after the first day of instruction, the affected part-time faculty member shall not displace other part-time faculty members until the subsequent semester. The amount of FTEF the faculty is assigned shall be within the guidelines of the District and the California Education Code.
- 13.5.2 Part-time faculty who are not given any assignment for circumstances beyond their control (course cancellations, hiring of full-time faculty, etc.) will retain their accumulated FTEF for a period of eighteen (18) months. Part-time faculty shall remain in contact with the appropriate manager during this time period so that they may be called back if conditions warrant.
- 13.5.3 Part-time faculty who decline all offered assignments will retain their accumulated FTEF for a period of twelve (12) months, provided the reason for the declination of assignments was approved by the Vice-President of Instruction.
- 13.5.4 A part-time faculty member shall lose all priority rights and their name shall be removed from the priority list(s) if they have refused to accept an assignment without approval from the Vice-President of Instruction for two consecutive semesters. A part-time faculty member on a medical leave or parental of absence (as defined in Article 8) shall remain on the priority list during the semester that the leave is taken.

- 13.5.5 Part-time faculty, who fail to return a signed contract prior to the first day of their instructional assignment, will forfeit their right of assignment for the semester unless approved by the Vice-President of Instruction or unless the District fails to provide the contract in a timely manner to meet the deadline in this Article.
- 13.5.6 Whenever possible, in the event a unit member's assignment is canceled within two weeks prior to the beginning of the assignment and not rescheduled or reoffered during the same term, the District will compensate the unit member \$300 or a week's pay at their current instructional rate per canceled course, whichever is higher.
- 13.5.7 Whenever possible, part-time faculty will be informed of assignments at least six weeks in advance.
- 13.5.8 The Vice President of Instruction or designee shall retain the right to assign Unit Members not on the Priority List or prospective Unit Members to meet new and/or emerging instructional or programmatic needs for the assignments(s). For the purposes of this section, "new and/or emerging instructional or programmatic needs" shall include but not be limited to:
 - 13.5.8.1 An assignment or course which has not previously been offered at Victor Valley College and for which no Priority List exists or for which no individuals possess the Chancellor's Office minimum qualifications;
 - 13.5.8.2 An assignment or course for which there are emerging trends or required specialized knowledge in subject matter or methodology, and no Unit Member on the Priority List possesses the Chancellor's Office minimum qualifications.
- 13.5.9 Part-time faculty members who have not qualified for priority of assignment rights within a specific discipline shall have no re-employment rights within that discipline.

13.6 Equal Access to Assignments

Unit Members who are qualified for an assignment shall not be denied that assignment based upon their status as a part-time faculty member, subject to the District's obligations with respect to full-time faculty load.

13.7 Schedule of Classes

When feasible, the Unit Member's name shall be published in the Schedule of Classes for all of the Unit Member's teaching assignments. If an assignment is made after the Schedule of Classes is published, the Unit Member's name will be added to the Schedule of Classes on the college Website as each periodic update is made.

13.8 Syllabus Submission

Faculty are required to submit one electronic version of their syllabus for each course they are teaching to their dean's office or the Office of Instruction, or any other designee by the end of the first day of class. Any revisions to the syllabus shall be re-submitted to the respective dean's office no later than the following class meeting.

13.9 Eligibility for Full-time Faculty Positions

Unit Members may apply and shall be considered for any new or vacant full-time faculty position in accordance with established District hiring policies and procedures.

13.9.1 A bargaining unit member's application packet for an advertised full-time Academic position will be forwarded to the screening committee provided they meet the following requirements:

13.9.1.1 The advertised minimum qualifications for the position.

13.9.1.2 Completion of all the required application procedures.

13.9.2 For each advertised full-time Academic position, the District will provide Part-time Faculty United, upon completion of the hiring process, with the number of applicants meeting the minimum qualifications, the number of bargaining unit members who applied and the number of bargaining unit members interviewed by the Screening Committee, providing members of the part-time faculty identify themselves.

13.9.3 Vacant full-time positions will be posted on the District website. Part-Time Faculty United, will be notified in writing, or by email, of all full-time vacancies within fifteen (15) days of the decision to open a position for hire.

13.9.4 When a position is being filled on an interim basis to allow for full and open recruitment, a Unit Member may be appointed to fill the position on a temporary basis [Title 5, Sec. 53021(b)(1)]. "Where in-house or promotional only recruitment is permitted, the district shall comply with its established hiring procedures and all district employees shall be afforded the opportunity to apply and demonstrate that they are qualified." [Title 5, Sec. 53021(b)(3)].

13.9.5 A unit member may serve as a full-time temporary faculty employee as provided for by applicable sections of the Education Code.

13.10 A parallel process for Article 13 will exist within Student Services for employing part-time faculty.

13.11 Ancillary Assignments

Any college assigned and approved Ancillary activities performed by part-time faculty members shall be memorialized by a written contract and be compensated by agreed-upon stipend or prorated at their current rate of instructional pay.

ARTICLE 14: Intellectual Property

- 14.1 In the absence of a separate and express written agreement to the contrary between a Unit Member and the District, a Unit Member shall possess and retain exclusive property rights to all things created or developed by the Unit Member that are eligible for protection under copyright law in Title 17 of the United States Code or patent law in Title 35 of the United States Code, providing such things to be copyrighted are created or developed by the Unit Member on the Unit Member's time and using the Unit Member's resources.
- 14.2 All works created or developed by the Unit Member and not falling within the purview of 14.1 above, shall be governed by Board Policy 3710.
- 14.3 Unit members shall receive \$250 per unit or non-credit equivalent for curriculum that is assigned to be developed and has been approved through the appropriate process, including the curriculum committee. All payments shall be approved by the Vice President of Instruction.

ARTICLE 15: Academic Freedom

15.1 Academic Freedom shall be granted in accordance with the provisions of Board Policy 4030, Academic Freedom. Victor Valley College believes academic freedom in relation to teaching duties is fundamental and essential to the teaching profession:

- 15.1.1. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.
- 15.1.2. Teachers must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. Teachers and governing boards must develop procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Individuals or groups, which seek to inhibit academic freedom, must not have influence over the hiring, firing, promotion or due process rights of teachers.
- 15.1.3. The same policies and protections applied to full-time teachers apply also to part-time and temporary teachers.
- 15.1.4. Teachers must be free to evaluate, criticize, and/or advocate personal points of view concerning educational matters in the classroom. Teachers must not be restricted when assisting their colleagues in the event their academic and/or professional freedoms are violated.
- 15.1.5. Teachers must be employed, promoted, or retained in relation to their teaching abilities and performance without discrimination or harassment regarding their personal opinions or their scholarly, literary, or artistic endeavors. The presence during class of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom.

Reference: Title 5, Section 51023

ARTICLE 16: Non-Discrimination

- 16.1 The District shall not discriminate in any of its policies, procedures, or practices on the basis of race, color, religion, political belief or activity, national origin, ancestry, sex, age, sexual orientation, veteran status, marital status, medical condition, physical or mental disability, or because they are perceived to have one or more of the foregoing characteristics. The District shall not condone such discrimination against Unit Members by employees or students.
- 16.2 The District shall not condone Unit Members being subjected to verbal, visual, physical, or sexual harassment.
- 16.3 The District shall not discriminate in any of its policies, procedures or practices on the basis of, or in retaliation for, a Unit Member's participation or non-participation in activities protected by the Educational Employment Relations Act.

ARTICLE 17: Discipline

- 17.1 The District may terminate the employment of a temporary employee at its discretion at the end of a day or week, whichever is appropriate. The decision to terminate the employment is not subject to judicial review except as to the time of termination.
- 17.2 For less serious infractions, the District may in its discretion attempt to remediate the behavior through verbal or written warnings or other corrective measures.

ARTICLE 18: Complaints Against a Unit Member

- 18.1 Complaints shall be in writing, signed and dated by the complainant. However, the District may receive an anonymous complaint and, if the complaint is investigated and verified, may take appropriate action.
- 18.2 Unit Members shall have a reasonable opportunity to respond to complaints lodged against them.

ARTICLE 19: Reopening Negotiations

- 19.1 By mutual agreement, articles may be reopened. During the month of September, AFT Part-Time Faculty United shall present its initial reopeners proposals to the District for the following academic year.
- 19.2 From time to time during the period of this Agreement, circumstances might arise that were not anticipated by the parties when this Agreement was negotiated. Also, ambiguities in language or unintended consequences of this Agreement might be recognized or discovered.
 - 19.2.1 By mutual consent, the parties may resolve such issues in separate Memoranda of Understanding executed by both parties.
 - 19.2.2 Such Memoranda of Understanding shall be binding upon the parties even if inconsistent with terms of this Agreement that were negotiated and ratified prior to the date of the Memoranda of Understanding.

ARTICLE 20: Severability and Savings

- 20.1 If any provision of this Agreement is or shall be at any time contrary to law, such provision shall be inoperative. All other provisions shall remain in effect.
- 20.2 If any provision is held by a court of competent jurisdiction to be contrary to law, the parties will meet to negotiate a replacement provision. If state or federal law is changed so that a provision of this Agreement thereby becomes contrary to law, the parties will meet to negotiate a replacement provision. In either event, negotiations shall begin no later than sixty (60) calendar days after either party presents to the other an initial proposal.

AGREEMENT SIGNATURE PAGE

Victor Valley Community College District



[Daniel Walden \(Apr 22, 2024 17:28 PDT\)](#)

Dr. Daniel Walden
Superintendent/President



Monica Martinez
Vice President of Human Resources



Todd Scott
Executive Vice President,
Instruction, Innovation and Student Success



[McKenzie Tarango \(Apr 22, 2024 10:23 PDT\)](#)

McKenzie Tarango
Associate Vice President of Instruction



Amy Azul
Dean, Instruction



[Randy Erickson \(Apr 22, 2024 11:31 PDT\)](#)

Rex Randall Erickson, Esq.
Labor Relations Representative

AFT Part-Time Faculty United
Local 6286, AFL-CIO



[April Allen \(Apr 16, 2024 08:51 PDT\)](#)

April Allen
President, AFT Local 6286



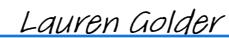
[Dorothy Reina \(Apr 16, 2024 17:59 PDT\)](#)

Dorothy Reina



[Cheryl Elsmore \(Apr 18, 2024 04:22 CDT\)](#)

Cheryl Elsmore



[Lauren Golder \(Apr 19, 2024 10:07 PDT\)](#)

Lauren Golder



[Jason Elias \(Apr 19, 2024 10:23 PDT\)](#)

Jason Elias, Field Representative

APPENDIX A

Definition of Parity

PARITY

Parity Definition

The full-time salary schedule shall be the basis of calculating parity for the adjunct faculty. The agreed percentage for parity is 75% and includes class meeting hours, class preparation hours, and assessment hours.

Calculating Parity

Parity is calculated by taking the annual rate of the average of the first four columns of Step Five of the fulltime faculty schedule, and dividing it by 525 and multiplying by 75% to find the hourly rate of the adjunct faculty member.

Parity Goal

The parties agree that our goal is to achieve parity from the date of ratification of this article so that 75% will be calculated according to the average of the first four columns of Step Five of the full-time salary schedule.

Should the state parity monies increase and the District budget is fiscally sound, the additional funds will be used to increase part-time faculty salaries beyond what is already stipulated in the current adjunct faculty contract.

Should the District receive additional funding through initiatives such as Proposition 92, a significant portion of those funds shall be applied to achieve parity for part-time faculty members.

APPENDIX B

Grievance and Evaluation Forms

(See Articles 5 & 6)

Priority for Administering Evaluations

The parties agree that the part-time faculty will be evaluated in the following priority:

1. Those faculty members who have received “needs improvement/approaching expectations” evaluations in the preceding semesters.
2. Newly hired unit members according to Article 6.
3. Those unit members who are not on the priority list but who have met the criteria to be on the priority list and have not received timely evaluations.

Victor Valley College
Part-Time Faculty
FINAL EVALUATION REPORT

Date: _____

Name of Evaluatee: _____

Name of Evaluator: _____

Discipline: _____

Peer Observation Report Summary (including areas of strength and improvement):

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------------------	--------------------------------------------------------------------------	-------------------------------------------------------------------------

Summary of Student Evaluations (including areas of strength and improvement):

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------------------	--------------------------------------------------------------------------	-------------------------------------------------------------------------

Information regarding participation in the assessment and evaluation of Student Learning Outcomes, and timely completion of census, grades, positive attendance reporting and absences, as applicable (including areas of strength and improvement):

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------------------	--------------------------------------------------------------------------	-------------------------------------------------------------------------

_____ # of student evaluations received

_____ # of students enrolled at census

OVERALL RATING

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------------------	--------------------------------------------------------------------------	-------------------------------------------------------------------------

Signature of Evaluator _____ Date _____

I acknowledge that I have read this final evaluation report and it has been discussed with me. My signature does not imply that I necessarily agree with the results represented herein.

Signature of Evaluatee _____ Date _____

In the event that the evaluatee disagrees with the final evaluation, they may submit, within ten (10) working days after signing the report, a statement of exception with the Office of Human Resources. The statement of exception shall be stapled to the original final evaluation report and become part of the Unit Member's personnel file.

Student Evaluation Process:

1. Student evaluations are placed in the faculty mailbox with instructions on the envelope.
2. Faculty member asks for a student volunteer (who is able to deliver the evaluations to the drop box immediately after collecting the evaluations from the students in the class) to administer the evaluation
3. Faculty member leaves the classroom
4. Student volunteer administers the evaluation, collects the evaluations, seals them in an envelope, and delivers the envelope to a designated drop box immediately after collecting the evaluations.
5. Faculty receives notice that the evaluation has been received.

Victor Valley College
Part-Time Faculty
STUDENT EVALUATION OF PART-TIME FACULTY

Instructor's Name: _____

PLEASE RATE HOW YOUR INSTRUCTOR PERFORMS ON THE FOLLOWING:	Excellent Greatly Exceeds Expectations (5)	Above Average Exceeds Expectations (4)	Satisfactory Meets Expectations (3)	Needs Improvement Approaching Expectations (2)	Unsatisfactory Does Not Meet Expectations (1)
1. Informs students of course objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Follows announced learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Presents subject in a well-organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Presents ideas clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Makes effective use of class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Motivates interest in subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Encourages critical analysis of subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Considers various viewpoints in subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Shows enthusiasm for subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Establish and maintain a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Distributes and follows a course syllabus and outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Explains system of grading and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Follows through on evaluation system described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Relates tests to material presented and course objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Uses tests and other evaluation means to assist the students to be successful in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Returns tests and assignments promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Provides adequate opportunities to demonstrate what is learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Meets each class for the full time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Exhibits concern for students' progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Provides positive feedback to questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Communicates and relates well with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please add comments including strengths and/or areas for improvement

Victor Valley College
Part-Time Faculty
PEER OBSERVATION FORM: CLASS

Evaluatee: _____
 (First) _____ (M) _____ (Last) _____

Date and time of Observation: _____

Course and Section #: _____

Discipline: _____

Observed by: _____

Course Title: _____

A. Prior to the class observation.

1. The evaluatee should send their peer reviewer the course syllabus and will also provide any other relevant materials that they would like their peer reviewer to see.
2. Optional: The peer reviewer is encouraged to connect with the evaluatee several days in advance of the visit to conduct a pre-observation meeting to learn the evaluatee's goals and outcomes for the lesson to be observed, as well as the teaching methods to be used. Discuss specific aspects of the lesson the evaluatee would like feedback on.

B. Class Observation

The peer reviewer should rate each item according to the rubric below, leaving comments where appropriate. A "satisfactory" evaluation is defined as an average of 3.0 (Meets Expectations) or higher.

A reminder that quality feedback for teaching

- Aims to identify a challenge and help formulate an improvement plan
- Focuses on alternatives and options
- Is constructive regarding teaching performance
- Is descriptive rather than prescriptive

Peer reviewers are expected to observe student contact activities for at least thirty (30) minutes (AFT Contract 6.4.3). Within several days after the visit, the peer reviewer should meet with the evaluatee to discuss the observations and conclusions.

PEER OBSERVATION RUBRIC: CLASS

Category	Excellent: Greatly Exceeds Expectations (5)	Above Average: Exceeds Expectations (4)	Satisfactory: Meets Expectations (3)	Needs Improvement: Approaching Expectations (2)	Unsatisfactory: Does Not Meet Expectations (1)	Comments
Instructor Preparation and Organization	Instructor demonstrates excellent preparation and organization of	Instructor demonstrates strong preparation and organization of	Instructor demonstrates appropriate preparation and	Instructor demonstrates some preparation and organization of	Instructor lacks preparation and organization of the course	

	the course material, content, and class session.	the course material, content, and class session.	organization of the course material, content, and class session.	the course material, content, and class session.	material, content, and class session.	
Syllabus	Course syllabus is informative, comprehensive, and easy for students to navigate.	Course syllabus is informative and comprehensive.	Course syllabus is informative.	Course syllabus is available to students but may not include necessary information.	Course syllabus does not include most necessary information or syllabus is not available to students.	
Instructional Strategies	Instructor employs a wide variety of instructional strategies, including clear session objectives, and expertly paces the class.	Instructor employs a variety of instructional strategies, including clear session objectives, and paces the class appropriately.	Instructor employs an appropriate variety of instructional strategies, including clear session objectives, and generally paces the class appropriately.	Instructor employs some variety of instructional strategies, and sometimes paces the class appropriately.	Instructor uses very limited or inappropriate instructional strategies and demonstrates poor pacing of the class.	
Content Knowledge	Instructor demonstrates excellent and relevant content knowledge using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor demonstrates mostly relevant content knowledge, using important and generally current information.	Instructor employs somewhat relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	
Category	Excellent: Greatly Exceeds Expectations (5)	Above Average: Exceeds Expectations (4)	Satisfactory: Meets Expectations (3)	Needs Improvement: Approaching Expectations (2)	Unsatisfactory: Does Not Meet Expectations (1)	Comments
Course Materials	Course materials are well-designed, appropriate, useful, and meaningful.	Course materials are appropriate, useful, and meaningful.	Course materials are generally appropriate, useful, and meaningful.	Course materials are sometimes appropriate, useful, and meaningful.	Course materials are rarely or never appropriate, useful, and meaningful.	
Teacher - Student Rapport	Instructor	Instructor encourages and	Instructor welcomes student	Instructor generally does not welcome	Instructor is unwelcoming of student	

	enthusiastically encourages and appreciates student discussion and strongly encourage class participation.	appreciates student discussion and encourages class participation.	discussion and encourages class participation.	student discussion and rarely encourages class participation.	discussion and discourages class participation.	
Critical Thinking	The instructor regularly encourages critical thinking through well-designed questions and activities.	The instructor frequently encourages critical thinking.	The instructor encourages critical thinking where appropriate.	The instructor sometimes encourages critical thinking.	The instructor rarely or never encourages critical thinking.	
Classroom Management	Instructor maintains an environment that is conducive to learning for the widest variety of students and uses classroom time effectively.	Instructor maintains an environment that is conducive to learning for a wide range of students and uses classroom time effectively.	Instructor maintains a classroom environment that is conducive to learning for most students and generally uses classroom time effectively.	Instructor maintains an environment that is conducive to learning for some students and uses classroom time somewhat effectively.	Instructor does not provide an environment that is conducive to learning and rarely uses classroom time effectively.	
Category	Excellent: Greatly Exceeds Expectations (5)	Above Average: Exceeds Expectations (4)	Satisfactory: Meets Expectations (3)	Needs Improvement: Approaching Expectations (2)	Unsatisfactory: Does Not Meet Expectations (1)	Comments
Accessibility	The instructor consistently integrates accessible classroom practices into the course design and teaching strategies whenever possible.	The instructor integrates accessible classroom practices into the course design and teaching strategies whenever possible.	The instructor integrates some accessible classroom practices into the course design and teaching strategies.	The instructor integrates few inclusive accessible classroom techniques into the course design and teaching strategies.	The instructor does not attempt to integrate inclusive accessible classroom techniques into the course design and teaching strategies.	
Diversity, Equity, and Inclusion (DEI)	Instructor consistently implements anti-racist pedagogy, fosters an inclusive	Instructor regularly implements anti-racist pedagogy, fosters an inclusive	Instructor frequently attempts to implement antiracist pedagogy, foster an	Instructor occasionally attempts to implement antiracist pedagogy, foster an	Instructor does not attempt to implement antiracist pedagogy, foster an inclusive	

	environment, and promotes equitable access for minoritized students. Instructor consistently incorporates race-conscious and intersectional pedagogy. Course materials are culturally affirming.	environment, and promotes equitable access for minoritized students. Instructor frequently incorporates race-conscious and intersectional pedagogy. Most course materials are culturally affirming.	inclusive environment, and promotes equitable access for minoritized students. Instructor attempts to incorporate race-conscious and intersectional pedagogy. Some course materials are culturally affirming.	inclusive environment, and promotes equitable access for minoritized students. Instructor occasionally to incorporate race-conscious and intersectional pedagogy. Few course materials are culturally affirming.	environment, or promotes equitable access for minoritized students. Instructor does not incorporate race-conscious and intersectional pedagogy. Course materials are not culturally affirming.	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Provide feedback on what aspects of the course you see as strengths contributing to effective student engagement and learning.

Peer review summary (continue on next page if needed).

C. Class observation follow-up.

The peer reviewer will meet with the evaluatee after the observation to discuss the results of this observation. The peer reviewer will send an electronic or hard copy of the completed form to the appropriate administrator within one week of the observation.

Date of observation

Peer Reviewer

I acknowledge that I read this observation form and it has been discussed with me by the peer observer. My signature does not imply that I necessarily agree with the results represented in this observation.

Date

Evaluatee

Note: as per the AFT contract,

6.3.4 Within five (5) days after discussing the observation with the reviewer, the evaluatee may also have the option of requesting a second observation by a different observer in the event that he or she has serious concerns with the initial observation.

Victor Valley College
Part-Time Faculty
STUDENT EVALUATION: ONLINE CLASS

Instructor's Name: _____

Please be thoughtful and candid in your responses. Be assured that you will remain anonymous in this process and that your answers will be given the highest consideration.	Excellent Greatly Exceeds Expectations (5)	Above Average Exceeds Expectations (4)	Satisfactory Meets Expectations (3)	Needs Improvement Approaching Expectations (2)	Unsatisfactory Does Not Meet Expectations (1)
1. Ability to use this course to increase my general knowledge and education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Text(s) and other institutional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Amount and types of assigned course work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explanation of course objectives and grading policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Timely manner in which the tests and assignments were returned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Knowledge and preparation for online sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to motivate student interest and intellectual effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Encouragement of students to ask questions and participate in online learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Encouragement of individual thinking and differences of opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ability to provide effective online resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ability to present ideas and theories clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Accessibility for individual communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Demonstration of sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientation, and physical and mental disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Timely manner in which course materials were provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add comments including strengths and/or areas for improvement.

Victor Valley College
Part-Time Faculty
PEER OBSERVATION: ONLINE CLASS

Evaluatee: _____
 (First) (M) (Last)

Date(s) of Observation: _____

Course and Section #: _____

Discipline: _____

Observed by: _____

Course Title: _____

A. Prior to the class observation.

1. The evaluatee will provide the peer reviewer access to the online/hybrid classroom for no longer than one week and will also provide any accompanying materials that the evaluatee would like the peer observer to see.
2. OPTIONAL: The peer observer is encouraged to connect with the evaluatee several days in advance of the visit to conduct a pre-observation meeting in order to learn the evaluatee's goals and outcomes for the lesson to be observed, as well as the teaching methods to be used. Discuss specific aspects of the lesson the evaluatee would like feedback on.

B. Class observation.

The peer observer should rate each item according to the rubric below, leaving comments where appropriate. A "satisfactory" evaluation is defined as an average of 3.0 (Meets Expectations) or higher.

Within several days after the observation, the peer observer should meet with the evaluatee to discuss the observations and conclusions.

Reminder that quality feedback for teaching

- Aims to identify a challenge and help formulate an improvement plan
- Focuses on alternatives and options
- Is constructive regarding teaching performance
- Is descriptive rather than prescriptive

PEER OBSERVATION RUBRIC: ONLINE CLASS

Category	Excellent: Greatly Exceeds Expectations (5)	Above Average: Exceeds Expectations (4)	Satisfactory: Meets Expectations (3)	Needs Improvement: Approaching Expectations (2)	Unsatisfactory: Does Not Meet Expectations (1)	Comments
Course Preparation	Instructor provides a clear and well - organized syllabus and a thorough description of the course and learning outcomes.	Instructor provides a clear syllabus and a thorough description of the course and learning outcomes.	Instructor provides a syllabus and a description of the course and learning outcomes.	Instructor provides a limited syllabus and description of the course and learning outcomes.	Instructor does not provide a syllabus or description of the course and learning outcomes.	

	Instructor clearly introduces students to the course and the online format.	Instructor introduces students to the course and the online format.	Instructor introduces students to the course and the online format.	Instructor may attempt to introduce students to the course and the online format.	Instructor does not introduce students to the course and the online format.	
Learning Environment	Instructor provides frequent direct instruction, either synchronous or asynchronous consisting of instructor originated content. Instructor uses a wide variety of tools and community-building activities to effectively facilitate student learning. Instructor consistently creates a supportive learning environment.	Instructor provides regular direct instruction, either synchronous or asynchronous consisting of instructor originated content. Instructor uses a variety of tools and community-building activities to effectively facilitate student learning. Instructor creates a supportive learning environment.	Instructor provides direct instruction, either synchronous or asynchronous consisting of instructor-originated content. Instructor uses tools and community-building activities to facilitate student learning. Instructor usually creates a supportive learning environment.	Instructor provides infrequent direct instruction, either synchronous or asynchronous consisting of instructor-originated content. Instructor sometimes uses tools and community building activities to facilitate student learning. Instructor creates a somewhat supportive learning environment.	Instructor rarely provides regular direct instruction, either synchronous or asynchronous consisting of instructor-originated content. Instructor rarely or never uses tools and community-building activities to facilitate student learning. Instructor does not create a supportive learning environment.	
Category	Excellent: Greatly Exceeds Expectations (5)	Above Average: Exceeds Expectations (4)	Satisfactory: Meets Expectations (3)	Needs Improvement: Approaching Expectations (2)	Unsatisfactory: Does Not Meet Expectations (1)	Comments
Assessment of Student Learning	Instructor uses a wide variety of activities and assessments that are aligned with learning outcomes. Assignment expectations are clearly described using grading schemes or rubrics.	Instructor uses a variety of activities and assessments that are aligned with learning outcomes. Assignment expectations are clearly described using grading schemes or rubrics.	Instructor uses activities and assessments that are generally aligned with learning outcomes. Assignment expectations are usually described using grading schemes or rubrics.	Instructor sometimes uses activities and assessments that are aligned with learning outcomes. Assignment expectations are sometimes described using grading schemes or rubrics.	Instructor rarely or never uses activities and assessments that are aligned with learning outcomes. Assignment expectations are unclear and rarely or never described using grading schemes or rubrics.	
Course Content	All course materials are relevant, appropriate, useful, meaningful, and current for the term.	All course materials are appropriate, useful, meaningful, and current for the term of evaluation.	Course materials are generally appropriate, useful, meaningful, and current for the	Course materials are sometimes appropriate, useful, meaningful, and	Course materials are not appropriate, useful, meaningful, or current for the	

	of evaluation. Student workload is appropriate to the course level and duration.	Student workload is appropriate to the course level and duration.	term of evaluation. Student workload is generally appropriate to the course level and duration.	current for the term of evaluation. Student workload is sometimes appropriate to the course level and duration.	term of evaluation. Student workload is not appropriate to the course level and duration.	
Student Engagement	Instructor provides a clear path to students' learning opportunities, including frequent interaction with peers. Instructor maintains an environment conducive to learning for the widest variety of students.	Instructor provides a clear path to students' learning opportunities, including interaction with peers. Instructor maintains an environment conducive to learning for a wide variety of students.	Instructor provides a path to students' Learning opportunities, including interaction with peers. Instructor maintains an environment that is generally conducive to learning for most students.	Instructor sometimes provides a path to students' learning opportunities, Including occasional interaction with peers. Instructor rarely maintains an environment that is conducive to learning for students.	Instructor does not provide a clear path to students' learning opportunities. There is limited interaction with peers. Instructor does not maintain an environment that is conducive to learning for students.	
Category	Excellent: Greatly Exceeds Expectations (5)	Above Average: Exceeds Expectations (4)	Satisfactory: Meets Expectations (3)	Needs Improvement: Approaching Expectations (2)	Unsatisfactory: Does Not Meet Expectations (1)	Comments
Course Organization and Design	The instructor's design effectively delivers course content and clearly supports learning processes. Course navigation and structure are well-organized and easy to follow.	The instructor's design effectively delivers course content and supports learning processes. Course navigation and structure are easy to follow.	The instructor's design usually delivers course content effectively and generally supports learning processes. Course navigation and structure are generally easy to follow.	The instructor's design occasionally delivers course content effectively and attempts to support learning processes. Course navigation and structure are sometimes difficult to follow.	The instructor's design does not effectively deliver course content and do not support learning processes. Course navigation and structure are very difficult to follow.	
Regular and Substantive Interaction	Instructor provides daily regular and Substantive feedback to students using tools such as threaded discussions, email, course announcements, and other virtual activities.	Instructor frequently provides regular and substantive feedback to students using tool such as threaded discussions, email, course announcements, and other virtual activities.	Instructor provides regular and substantive feedback to students using tools such as threaded discussions, email, course announcements, and other virtual activities.	Instructor sometimes provides regular and substantive feedback to students using tools such as threaded discussions, email, course announcements, and other virtual activities.	Instructor rarely or never provides regular and substantive feedback to students using tools such as threaded discussions, email, course announcements, and other virtual activities.	

					activities.	
Accessibility	The instructor the course design and teaching strategies whenever possible.	The instructor integrates accessible practices into the course design and teaching strategies whenever possible.	The instructor integrates accessible practices into the course design and teaching strategies.	The instructor integrates few accessible techniques into the course design and teaching strategies.	The instructor does not attempt to integrate accessible techniques into the course design and teaching strategies.	
Category	Excellent: Greatly Exceeds Expectations (5)	Above Average: Exceeds Expectations (4)	Satisfactory: Meets Expectations (3)	Needs Improvement: Approaching Expectations (2)	Unsatisfactory: Does Not Meet Expectations (1)	Comments
Diversity, Equity, and Inclusion (DEI)	Instructor consistently implements anti-racist pedagogy, fosters an inclusive environment, and promotes equitable access for minoritized students. Instructor consistently incorporates race-conscious and intersectional pedagogy. Course materials are culturally affirming.	Instructor regularly Implements anti-racist pedagogy, fosters an inclusive environment, and promotes equitable access for minoritized students. Instructor frequently incorporates race-conscious and intersectional pedagogy. Most course materials are culturally affirming.	Instructor frequently attempts to implement anti-racist pedagogy, foster an inclusive environment, and promotes equitable access for minoritized students. Instructor attempts to incorporate race-conscious and intersectional pedagogy. Some course materials are culturally affirming.	Instructor occasionally attempts to implement anti-racist pedagogy, foster an inclusive environment, and promotes equitable access for minoritized students. Instructor occasionally to incorporate race-conscious and intersectional pedagogy. Few course materials are culturally affirming.	Instructor does not attempt to implement anti-racist pedagogy, foster an inclusive environment, or promotes equitable access for minoritized students. Instructor does not incorporate race-conscious and intersectional pedagogy. Course materials are not culturally affirming.	

Provide feedback on what aspects of the course you see as strengths contributing to effective student engagement and learning.

Additional observational comments (optional):

Peer review summary (continue on next page if needed):

C. Class observation follow-up.

The peer observer will meet with the evaluatee after the observation to discuss the results of this observation.

Date of observation

Peer Observer

I acknowledge that I read this observation form and it has been discussed with me by the observer. My signature does not imply that I necessarily agree with the results represented in this observation.

Date

Evaluatee

Note: as per the AFT contract,

6.3.4 Within five (5) days after discussing the observation with the reviewer, the evaluatee may also have the option of requesting a second observation by a different observer in the event that he or she has serious concerns with the initial observation.

Note: as per AP 4105,

Regular and substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also include at least two all of the following:

- (1) Providing direct instruction either synchronous or asynchronously;
- (2) Assessing or providing regular and substantive feedback on a student's coursework;
- (3) Providing information or responding to questions about the content of a course or competency using discussion board and announcement tools;
- (4) Facilitating group online discussions regarding on the content of a course content or competency; or
- (5) Other virtual instructional activities approved by the institution's or program's accrediting agency demonstrating regular and substantive interaction.

Victor Valley College
Part-Time Faculty
STUDENT EVALUATION: COUNSELOR

Counselor's Full Name: _____

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.

PLEASE RATE HOW YOUR COUNSELOR PERFORMS ON THE FOLLOWING:		Excellent Greatly Exceeds Expectations (5)	Above Average Exceeds Expectations (4)	Satisfactory Meets Expectations (3)	Needs Improvement Approaching Expectations (2)	Unsatisfactory Does Not Meet Expectations (1)
1. Counselor was helpful and professional.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Counselor knew what he/she was talking about or suggested how to obtain the appropriate information.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I received the information or service I came for (e.g., information on majors, certificates, (e.g., information on majors, certificates, assistance.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We discussed what I needed or wanted to know.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Counselor listened carefully to me.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I would rate my overall experience.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Victor Valley College
Part-Time Faculty
PEER OBSERVATION: COUNSELING

Counselor: _____ Date: _____

Topic of counseling session: _____

Name of Peer Observer: _____ Signature: _____

A. After observing a counseling session, describe the counselor in each of the following areas.

Please rate each item on a scale from 1-5, 5 being Excellent/Greatly Exceeds Expectations and 1 being Unsatisfactory/Does not meet expectations.

1. The counselor demonstrates in-depth knowledge and experience when providing academic, career, and personal counseling.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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2. The counselor presents information in a clear, organized, and informative manner.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

3. The counselor demonstrates interest, enthusiasm, and patience when communicating with students.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

4. The counselor maintains a mutually respectful relationship with students.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

5. The counselor provides an environment to promote the active role of the student as a learner.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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6. The counselor summarizes the session as well as provides appropriate referrals and/or recommended follow-up.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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7. Comments regarding the specific observations.

B. Counseling observation follow-up.

The evaluator will meet with the evaluatee, after the observation to discuss the results of this observation.

Date of observation

Peer Observer

I acknowledge that I read this observation form and it has been discussed with me by the observer. My signature does not imply that I necessarily agree with the results represented in this observation.

Date

Evaluatee

Victor Valley College
Part-Time Faculty
STUDENT EVALUATIONS: LIBRARIAN

Librarian's Full Name: _____

WE VALUE YOUR COMMENTS.

We want to find out how Librarians 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.

PLEASE RATE HOW YOUR LIBRARIAN PERFORMS ON THE FOLLOWING:	Excellent Greatly Exceeds Expectations (5)	Above Average Exceeds Expectations (4)	Satisfactory Meets Expectations (3)	Needs Improvement Approaching Expectations (2)	Unsatisfactory Does Not Meet Expectations (1)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Librarian was helpful and professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Librarian knew what he/she was talking about or suggested how to obtain the appropriate information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I received the information or service I came for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We discussed what I needed or wanted to know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Librarian listened carefully to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I would rate my overall experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**Victor Valley College
Part-Time Faculty
PEER OBSERVATION: LIBRARIAN**

Librarian: _____ Date: _____

Nature of activity being observed: _____

Name of observer: _____

A. After observing the librarian in a work setting for at least 30 minutes, describe the librarian in each of the following areas:

How does the librarian maintain a mutually respectful relationship with students? With faculty and staff?

How does the librarian demonstrate interest and enthusiasm when communicating with students? With faculty and staff?

Please rate the librarian on each item on a scale from 1-5, 5 being Excellent/Greatly Exceeds Expectations and 1 being Unsatisfactory/Does Not Meet Expectations.

1. The librarian demonstrates familiarity with library operations and services.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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2. The librarian presents and communicates information in a clear, well-organized manner.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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3. The librarian uses appropriate methods and materials.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

4. The librarian presents or communicates information fairly and objectively.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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5. The librarian provides an environment where persons of diverse cultural and ethnic backgrounds become partners in learning.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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Additional comments/suggestions:

B. Librarian observation follow-up.

The peer observer will meet with the evaluatee after the observation to discuss the results of this observation.

Date of observation

Peer Observer

I acknowledge that I read this observation form and it has been discussed with me by the observer. My signature does not imply that I necessarily agree with the results represented in this observation.

Date

Evaluatee

Victor Valley College
Part-Time Faculty
STUDENT EVALUATION: CLINICAL AND SKILLS LAB INSTRUCTORS

Instructor's Full Name: _____

Course of Study: RN RT MN CNA Paramedic EMT

PLEASE RATE HOW YOUR SKILLS LAB OR CLINICAL INSTRUCTOR RATES ON THE FOLLOWING:	Excellent Greatly Exceeds Expectations (5)	Above Average Exceeds Expectations (4)	Satisfactory Meets Expectations (3)	Needs Improvement Approaching Expectations (2)	Unsatisfactory Does Not Meet Expectations (1)
	1. Provides an adequate orientation to the clinical site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates helpfulness to students with questions, concerns, or problems by clarifying objectives and criteria of the clinical rotation..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assists with selecting student workload when necessary to provide "hands-on" learning experiences to meet clinical rotation objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates the ability to stimulate critical thinking by adding appropriate questions and receiving effective feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates flexibility in planning and executing learning objectives by presentation of the subject matter in a clear, logical, and organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates the ability to effectively communicate and encourage students to apply theory to clinical situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides an atmosphere that is conducive to student learning, easily accessible, and acts as a role model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Promotes learning in post rotation conferences and evaluations via exchange of ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: (Please include term [spring, fall, etc.] and year.)

Victor Valley College
Part-Time Faculty
PEER OBSERVATION: CLINICAL AND SKILLS LAB INSTRUCTOR

Evaluatee: _____ Date: _____
(First) (M) (Last)

Topic of clinical session: _____

Name of Peer Observer: _____

A. After observing a clinical session, describe the instructor in each of the following areas.

Please rate each item on a scale from 1-5, 5 being Excellent/Greatly Exceeds Expectations and 1 being Unsatisfactory/Does Not Meet Expectations.

1. The instructor demonstrates in-depth knowledge and experience when providing guidance and feedback in the clinical setting.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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2. The instructor presents information in a clear, organized, and informative manner.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

3. The instructor demonstrates interest, enthusiasm, and patience when communicating with students.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

4. The instructor maintains a mutually respectful relationship with students.

<input type="checkbox"/> Excellent: Greatly Exceeds	<input type="checkbox"/> Above Average: Exceeds	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
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Expectations (5)	Expectations (4)		Expectations (2)	
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5. The instructor provides an environment to promote the active role of the student as a learner.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

6. The instructor promotes learning in post-rotation conferences and evaluations via exchange of ideas.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

7. The instructor stimulates critical thinking by asking appropriate questions and facilitating the exchange of ideas between clinical students and/or other medical professionals.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

8. Comments regarding the specific observations.

B. Clinical observation follow-up.

The peer observer will meet with the evaluatee, after the observation to discuss the results of this observation.

Date of observation

Peer Observer

I acknowledge that I read this observation form and it has been discussed with me by the observer. My signature does not imply that I necessarily agree with the results represented in this observation.

Date

Peer Observer

Victor Valley College
Part-Time Faculty
PEER OBSERVATION: CORRESPONDENCE COURSES

Evaluatee: _____ Date: _____
(First) (M) (Last)

Topic covered in weekly module: _____

Name of Peer Observer: _____

A. Prior to the class observation.

1. The evaluatee provides the evaluator access to the virtual classroom and also to any accompanying materials that the evaluatee would like the evaluator to see.
2. OPTIONAL: The evaluatee will list below additional items of interest to the evaluatee for the evaluator to specifically observe (e.g., Do I encourage expression of a variety of perspectives?)

B. Answer the following questions regarding the class observation.

Please rate each item on a scale from 1-5, 5 being Excellent/Greatly Exceeds Expectations and 1 being Unsatisfactory/Does Not Meet Expectations.

1. The instructor publishes a comprehensive course syllabus that includes learning objectives consistent with the approved course outline.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

2. Course materials published by the instructor are accessible and organized.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

3. Course materials published by the instructor in the virtual classroom are current for the term of the evaluation.

<input type="checkbox"/> Excellent: Greatly Exceeds	<input type="checkbox"/> Above Average: Exceeds	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
-----------------------------------------------------------	-------------------------------------------------------	------------------------------------------------------------------------	---------------------------------------------------------------	-------------------------------------------------------------------------------

Expectations (5)	Expectations (4)		Expectations (2)	
---------------------	---------------------	--	---------------------	--

4. The instructor makes effective use of the appropriate range of learning tools.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

5. The instructor's assignments call for critical thinking.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

6. Correspondence learning activities and assignments lead to the achievement of the identified student learning outcomes for the course.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

7. Correspondence Course content published in learning module demonstrates that the instructor is knowledgeable in the subject matter of the class.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

8. The instructor uses appropriate range of tools for correspondence learning.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

9. Instructor Communication tools are available for two-way communication between students and instructor.

<input type="checkbox"/> Excellent: Greatly Exceeds Expectations (5)	<input type="checkbox"/> Above Average: Exceeds Expectations (4)	<input type="checkbox"/> Satisfactory: Meets Expectations (3)	<input type="checkbox"/> Needs Improvement: Approaching Expectations (2)	<input type="checkbox"/> Unsatisfactory: Does Not Meet Expectations (1)
----------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

10. Peer review summary notes

C. Class Observation Follow-up.

The evaluator will meet with the evaluatee in person, if possible, after the observation to discuss the results of this observation.

Date of observation

Peer Observer

I acknowledge that I read this observation form and it has been discussed with me by the observer. My signature does not imply that I necessarily agree with the results represented in this observation.

Date

Peer Observer

Victor Valley College
Part-Time Faculty
FORMATIVE EVALUATION OF DEPARTMENT CHAIR

NAME OF CHAIR: _____ Date: _____

4= Excellent	3= Satisfactory	2= Needs Improvement	1= Unsatisfactory	N/A= Does Not Apply
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Questions for Department Chair

Does the Chair

- 1. Holds department meetings as necessary to meet the needs of the faculty in the department.
- 2. Involves other members of the department in matters concerning budgets, development and topics discussed in the District's department chair meetings.
- 3. Keeps part-time faculty informed about department procedures and recommendations.
- 4. Seeks input from other members of the department on department-related issues and tasks.
- 5. Provides new hires with an orientation of the department and is available to new hires.
- 6. Provides part-time faculty with access to course outlines for courses currently offered by the department.
- 7. Coordinates the development of course outlines as required.
- 8. Meets deadlines related to budgets and other tasks directly related to contractual obligations.
- 9. Supports the goals of the department as stated in Educational Master Plan.
- 10. Department chair is responsive to faculty needs and questions.
- 11. Attempts to resolve conflicts between students and instructors.
- 12. Listens actively and objectively for better understanding.
- 13. Maintains productive working relationship with faculty, administration and staff.
- 14. Handles conflict and confrontation in a professional manner in the performance of their contractual duties as department chair.
- 15. Offers constructive and effective feedback to others in discussions regarding department business as outlined in the contract.
- 16. Represents the department in a positive and professional manner.
- 17. Promotes teamwork and collaboration within the department.
- 18. Promotes more creative and out-of-the-box thinking in discussions regarding department business as outlined in the contract.
- 19. Shares department concerns and suggestions to appropriate area administrator.
- 20. Maintains files for the department including, but not limited to department meeting agendas/notes/minutes and budgets, etc.
- 21. Fulfills the overall duties of the department chair as outlined in the contract.

TOTAL SCORE

COMMENTS

Commend:

Suggest:

APPENDIX C

CATASTROPHIC LEAVE (See Article 8)

**VICTOR VALLEY COLLEGE
ADJUNCT FACULTY
CATASTROPHIC LEAVE REQUEST**

Human Resources
Victor Valley College
18422 Bear Valley Rd.
Victorville, CA 92395

I am requesting catastrophic leave in accordance with provisions of education code section 87045 and the agreement with the AFT Part-Time Faculty United Local 6286.

I understand that I may request catastrophic leave donations during the regular terms (fall or spring), providing no categorical fund sources are utilized, and I may not use more than one-half of the leave available in the Catastrophic Leave Bank.

I have supplied or attached the required doctor statement(s) that a serious illness or injury is expected to incapacitate me or an eligible member of my family for an extended period of time. (Eligible family members include spouse, registered domestic partner, parent, child, sibling, grandparent or grandchild, in-laws and step-relatives in these relationships, or any other person in the employee's household for whom there is a personal obligation.)

I am aware that additional doctor statements may be necessary if my absence continues beyond the time period indicated in the initial doctor's statement.

I acknowledge that all paid leave must be depleted/used prior to application of donated leave days.

Print employee name

Signature

Date

MAY BE SIGNED BY ANOTHER PARTY IF EMPLOYEE IS UNAVAILABLE FOR SIGNATURE

**VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
DONATION OF ELIGIBLE SICK LEAVE CREDITS
BY ADJUNCT FACULTY**

INSTRUCTIONS: This form shall be used for adjunct instructors who wish to donate eligible sick leave credits. Any part-time faculty member who accrues sick leave may act as a donor during the regular term (fall or spring), providing no categorical fund sources are utilized. The minimum donation is four (4) hours of sick leave; leave may not be donated upon termination from employment with the district. Information about donors shall not be disclosed by the district.

An adjunct instructor wishing to donate accrued sick leave credits shall:

- 1) Maintain a leave balance of 9 hours
- 2) Designate the number of leave credits to be donated
- 3) Acknowledge that this transfer of sick leave credits is irrevocable
- 4) Sign and date the form
- 5) Submit the completed form to Human Resources for processing
- 6) Donation minimum is 4 hours

(Print Name)

XX-XX-

(Last four of SSN)

I wish to donate the following amount of eligible sick leave credits: _____ hours

By signing below, I acknowledge my desire to donate my accrued eligible leave credits as designated above. I understand that my donation is irrevocable and may not be later withdrawn.

(Signature)

(Date)

Date received by Human Resources Department: _____

APPENDIX D

Approval for Advancement on Salary Schedule

(See Article 12.2)

Preapproval of Classes for Advancement on the AFT Salary Schedule

To: Academic Development Committee c/o Human Resources
 From: _____ Current Department Assignment(s): _____
 Date: _____

I. Article 12.2 of the Agreement, class Advancement shall be based on earned degrees and units earned subsequent to the unit member's initial placement on the salary schedule. All degrees and units must be for one of the following purposes and indicated on the table below:

- #1 germane to current assignment
- #2 improvement of instructional skills
- #3 germane to an alternate assignment of value to the District

See completed example shown on the table below.

I hereby request approval of the following classes to be used for salary advancement.

College/University	Term	Course#	Course Title	Units/Type	Purpose
Example: CSU-SB	W1999	Math 302	Math for Educators	4 Quarter	#1

NOTE: All degrees and units must be completed and reported to Human Resources prior to November 1st of the contract year for movement on the salary schedule that year.

II. Action Taken	Approved	Denied	Signatures of Committee Members	Date

If denied, state reason: _____

cc: **Unit Member**
Human Resources

Approval of Educational Program for Advancement on the AFT Salary Schedule

To: Academic Development Committee c/o Human Resources
From: _____ Current Department Assignment(s): _____
Date: _____

I. Per Article 12.2, I hereby request approval of the classes listed below to be used to complete the following education program:

Educational objective: _____ (e.g., PhD, MA, MS, BA, BS, AA, AS, Certificate)

Title of specific program: _____

Name of college or university: _____

Purpose of program: germane to current assignment

Improvement of instructional skills

germane to an alternate assignment of value to the District

Important: Attach program documentation (e.g., catalog description with course requirements)

Course #	Course Title	Units/Type	Course#	Course Title	Units/Type

NOTE: All degrees and units must be completed and reported to Human Resources prior to November 1st of the contract year for movement on the salary schedule that year.

If denied, state reason:

**cc: Unit Member
Human Resources**

APPENDIX E

SLO Compensation Form

(See Article 12.5)

SLO Assessment Compensation Form

(Revised as of September 2023)

This form is to be turned in along with SLO assessment materials to your division dean by the date determined by the dean.

Only courses assessed pursuant to explicit written request from Discipline dean are eligible for compensation. Please list below the eligible courses and sections you have assessed:

1) Course: _____ Section: _____ New Rubric Required (Y/N): _____

2) Course: _____ Section: _____ New Rubric Required (Y/N): _____

3) Course: _____ Section: _____ New Rubric Required (Y/N): _____

You will be paid \$150 for each SLO you assessed,

Plus \$75 for each new rubric (i.e. previously not existing) created

Total \$ _____

Name: _____ Date: _____

AFT AGREEMENT 7.1.22 to 6.30.25 BOT approved 4.9.24

Final Audit Report

2024-04-23

Created:	2024-04-15
By:	Violeta Topete (Violeta.Topete@vvc.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAslwSnbFHE48tlus3qUKoZBVyhEGtl-Ke

"AFT AGREEMENT 7.1.22 to 6.30.25 BOT approved 4.9.24" History

-  Document created by Violeta Topete (Violeta.Topete@vvc.edu)
2024-04-15 - 4:52:43 PM GMT- IP address: 207.233.102.21
-  Document emailed to april.allen@vvc.edu for signature
2024-04-15 - 4:54:24 PM GMT
-  Email viewed by april.allen@vvc.edu
2024-04-15 - 5:26:08 PM GMT- IP address: 146.75.146.1
-  Signer april.allen@vvc.edu entered name at signing as April Allen
2024-04-16 - 3:51:08 PM GMT- IP address: 47.150.203.33
-  Document e-signed by April Allen (april.allen@vvc.edu)
Signature Date: 2024-04-16 - 3:51:10 PM GMT - Time Source: server- IP address: 47.150.203.33
-  Document emailed to dorothy.reina@vvc.edu for signature
2024-04-16 - 3:51:12 PM GMT
-  Email viewed by dorothy.reina@vvc.edu
2024-04-16 - 4:49:43 PM GMT- IP address: 76.53.252.99
-  Signer dorothy.reina@vvc.edu entered name at signing as Dorothy Reina
2024-04-17 - 0:59:04 AM GMT- IP address: 172.56.181.171
-  Document e-signed by Dorothy Reina (dorothy.reina@vvc.edu)
Signature Date: 2024-04-17 - 0:59:06 AM GMT - Time Source: server- IP address: 172.56.181.171
-  Document emailed to Cheryl Elsmore (cheryl.elsmore@vvc.edu) for signature
2024-04-17 - 0:59:08 AM GMT



Adobe Acrobat Sign

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2024-04-17 - 11:31:11 AM GMT- IP address: 72.176.13.67

 Document e-signed by Cheryl Elsmore (cheryl.elsmore@vvc.edu)
Signature Date: 2024-04-18 - 9:22:37 AM GMT - Time Source: server- IP address: 72.176.13.67

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2024-04-18 - 9:22:38 AM GMT

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2024-04-19 - 5:06:49 PM GMT- IP address: 207.171.45.45

 Signer lauren.golder@vvc.edu entered name at signing as Lauren Golder
2024-04-19 - 5:07:17 PM GMT- IP address: 207.171.45.45

 Document e-signed by Lauren Golder (lauren.golder@vvc.edu)
Signature Date: 2024-04-19 - 5:07:19 PM GMT - Time Source: server- IP address: 207.171.45.45

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2024-04-19 - 5:07:21 PM GMT

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 Signer jelias@cft.org entered name at signing as Jason Elias
2024-04-19 - 5:23:03 PM GMT- IP address: 104.28.85.108

 Document e-signed by Jason Elias (jelias@cft.org)
Signature Date: 2024-04-19 - 5:23:05 PM GMT - Time Source: server- IP address: 104.28.85.108

 Document emailed to Monica Martinez (Monica.Martinez@vvc.edu) for signature
2024-04-19 - 5:23:06 PM GMT

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Signature Date: 2024-04-19 - 5:27:28 PM GMT - Time Source: server- IP address: 207.233.102.21

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-  Document emailed to McKenzie Tarango (mckenzie.tarango@vvc.edu) for signature
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-  Document e-signed by McKenzie Tarango (mckenzie.tarango@vvc.edu)
Signature Date: 2024-04-22 - 5:23:07 PM GMT - Time Source: server- IP address: 207.233.102.38
-  Document emailed to Amy Azul (Amy.Azul@vvc.edu) for signature
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-  Email viewed by Amy Azul (Amy.Azul@vvc.edu)
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-  Document emailed to Randy Erickson (rerickson@mcdougallawfirm.com) for signature
2024-04-22 - 6:30:44 PM GMT
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-  Document e-signed by Randy Erickson (rerickson@mcdougallawfirm.com)
Signature Date: 2024-04-22 - 6:31:29 PM GMT - Time Source: server- IP address: 76.249.142.242
-  Document emailed to Daniel Walden (daniel.walden@vvc.edu) for signature
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-  Email viewed by Daniel Walden (daniel.walden@vvc.edu)
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-  Document e-signed by Daniel Walden (daniel.walden@vvc.edu)
Signature Date: 2024-04-23 - 0:28:00 AM GMT - Time Source: server- IP address: 207.233.102.21
-  Agreement completed.
2024-04-23 - 0:28:00 AM GMT

