

**Letter of Understanding
Between
San Joaquin Delta Community College District
And The
San Joaquin Delta College Teachers Association**

Faculty Evaluations Academic Year 2020/2021

This Letter of Understanding (“LOU”) is made effective as of August 17, 2020, and has been jointly prepared by representatives of the San Joaquin Delta College Community College District (“District”) and the designated representatives of the San Joaquin Delta College Teachers’ Association (“SJDCTA”), the exclusively recognized employee organization within the District for all full-time and part-time faculty, including librarians and counselors. The District and SJDCTA agree to the following:

The Parties recognize that the nation is undergoing a national pandemic because of COVID 19, and many District operational factors have had to be modified and adjusted to facilitate the continued educational and academic services throughout the District.

During the Academic Year 2020/2021 evaluations will continue as regularly scheduled within the terms of the CBA Article XVI and Appendix E. The following items will not be considered/evaluated on evaluations completed during this timeframe: Professional Community Involvement/ Achievement.

For online courses Academic Administrators conducting all faculty evaluations will have observer view access to their Canvas shells for 7 consecutive meeting classroom days, if a crisis occurs, the days will be extended upon mutual agreement between the District and SJDCTA.

For Librarian evaluations the faculty member will identify 1 or more potential "Library Workshops" that the Dean and Tenure Committee members can attend to see the librarians' instruction and interaction with students. Ideally, the workshop should be an "embedded workshop" which would be presented to a fellow Delta faculty member's class, therefore providing the tenure-candidate a group of students who can submit student evaluations as well.

For peer evaluations they will be done via zoom and the faculty will share their screen to walk through a Canvas course. Peers will not be granted Canvas access.

For all evaluations the Management recognizes and takes into consideration the limited training that the faculty have received in converting class to fully online.

Management will include within every faculty and student evaluation the following language: Due to COVID, this instructor was required to modify their course from a face-to-face instructional learning format to a fully on-line course, student services/counseling from face to face to remote services; and the limited face-to-face instructional courses have also been modified to accommodate the necessary health and safety measures to safely facilitate instruction; these modified instructional formats are recognized of this changed learning environment has been reflected in this evaluation.

Nothing in this LOU is to be considered a precedent. This LOU expires on May 30, 2021.

For the District:

DocuSigned by:
DeAnna Solina 10/16/2020
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DeAnna Solina Esq. Date
Vice President of Human Resources &
Risk Management

DocuSigned by:
Lisa Aguilera Lawrenson 10/13/2020
BD4B2F644D5142F...
Dr. Lisa Lawrenson Date
Assistant Superintendent/Vice President
of Instruction and Planning

DocuSigned by:
Omid Pourzanjani 10/16/2020
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Dr. Omid Pourzanjani Date
Superintendent/President

For the Association:

DocuSigned by:
Elizabeth Maloney 10/13/2020
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Dr. Elizabeth Maloney Date
President, SJDCTA/NEA

APPENDIX E
EVALUATION FORMS
FACULTY EVALUATION FORM

Faculty Name	Contract Year	Regular <input type="checkbox"/>	Adjunct <input type="checkbox"/>	Division
Evaluation Domain	Strong	Competent	Marginal	Unsatisfactory
Methodology	Professor demonstrates superior knowledge of current teaching, counseling, or library methodology and applies it in ways that stimulate independent learning in the students <input type="checkbox"/>	Professor adequately applies current teaching, counseling, or library methodology to stimulate independent student learning <input type="checkbox"/>	Professor may be aware of some new teaching, counseling or library methodology but does not use the approaches effectively to foster student learning <input type="checkbox"/>	Professor appears to be lacking knowledge of new methodologies for teaching, counseling or librarianship <input type="checkbox"/>
Subject Matter Expertise	Professor demonstrates superior knowledge of the subject matter and explains it in a way that fosters student growth and development <input type="checkbox"/>	Professor has adequate knowledge of the subject matter and can explain it in a way that fosters student growth and development <input type="checkbox"/>	Professor knows the subject matter somewhat but is unable to explain it in a way that fosters student growth and development <input type="checkbox"/>	Professor appears to be lacking in knowledge of relevant subject matter and is unable to foster student growth and development <input type="checkbox"/>
Organization and Use of Time	Professor is very well organized and consistently maximizes use of student contact time <input type="checkbox"/>	Professor has planned activities and uses contact time effectively <input type="checkbox"/>	Professor has planned activities that may not be well organized and/or does not use time effectively <input type="checkbox"/>	Professor is disorganized, rambles on and on, goes off topic, and/or does not stick to scheduled contact time <input type="checkbox"/>
Professional Responsibilities (includes the submission of forms, paperwork, required training, rosters, grades)	Professor consistently demonstrates responsible action in completing professional obligations without prompting or reminders <input type="checkbox"/>	Professor demonstrates responsible action in completing professional obligations; requires occasional prompting or reminders <input type="checkbox"/>	Professor needs frequent reminders from multiple sources to complete professional obligations <input type="checkbox"/>	Professor rarely meets professional obligations <input type="checkbox"/>
Student Involvement/ Learning Environment (questions, activities, and opportunities for reflection; rapport with students; atmosphere of respect)	Professor consistently provides opportunities for student involvement and demonstrates rapport with students that consistently fosters an atmosphere of respect and collegiality in a variety of settings <input type="checkbox"/>	Professor provides opportunities for student involvement and demonstrates good rapport with students and builds an atmosphere of respect and collegiality in the learning environment <input type="checkbox"/>	Professor provides few opportunities for students to become involved in their own learning or development and does not interact sufficiently with students to build a strong, comfortable atmosphere of respect <input type="checkbox"/>	Professor does not develop opportunities for students to become involved in their own learning; learning atmosphere is not engaging, and lacks respect for students <input type="checkbox"/>
Collegiality with the Campus Community	Professor exhibits considerable respect of others and models exceptional collaborative behavior <input type="checkbox"/>	Professor exhibits collegial respect for others and works adequately well with others <input type="checkbox"/>	Professor exhibits some collegial behavior but does not engage in collaborative behavior consistently <input type="checkbox"/>	Professor does not collaborate with others and engages in behavior that is frequently counterproductive or disrespectful <input type="checkbox"/>
Presentation/Delivery	Professor presents in a clear, professional and eloquent manner; delivery demonstrates passion for the subject and interest in student growth and development <input type="checkbox"/>	Professor presents in a clear and direct manner; delivery is adequate and engaging for students <input type="checkbox"/>	Professor presents in an unclear and confusing manner; delivery fails to convey passion for the subject <input type="checkbox"/>	Professor presents in an ineffective and confusing manner; delivery is unenthusiastic and fails to engage students <input type="checkbox"/>

Evaluation Domain	Strong	Competent	Marginal	Unsatisfactory
Campus Involvement	Professor participates actively in campus life in multiple ways and participates in campus governance or student development opportunities <input type="checkbox"/>	Professor is adequately engaged in campus life and participates in some campus governance or student development opportunities <input type="checkbox"/>	Professor takes few opportunities to participate in campus life and shows little interest in campus governance or student development outside of the classroom <input type="checkbox"/>	Professor is not engaged in campus activities and avoids committee work and opportunities to interact with students and others <input type="checkbox"/>
Professional Community Involvement/Achievement	Professor is actively involved in community projects, research efforts or other related professional activities and regularly represents the College in external meetings or venues <input type="checkbox"/>	Professor is involved in community and professional projects and is willing to attend community events as a College representative <input type="checkbox"/>	Professor takes very little initiative to represent the College in external meetings or communities of practice and spends little time on community work outside of regular responsibilities <input type="checkbox"/>	Professor does not engage with the community beyond the College <input type="checkbox"/>
Overall rating	Strong <input type="checkbox"/>	Competent <input type="checkbox"/>	Marginal <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

Unsatisfactory ratings must be accompanied by a performance improvement plan, see Appendix E

Evaluator Comments:

Pre-Conference Notes (Date/Time/Room):

Formal Visitation (Date/Time/Room):

Post-Conference Notes (Date/Time/Room):

Professor's Comments:

Instructor Review/Signatures: I have reviewed this evaluation, but my signature does not necessarily indicate my agreement with the evaluation. I acknowledge the receipt of a copy at this time and understand I will receive a completed copy after signature by the Assistant Superintendent/Vice President indicating review of the original prior to placement in my personnel file. I understand that a copy of the evaluation will be shared with the tenure review committee in the tenure process.

Date

Instructor Response Attached Yes No

Date

Evaluator

Review by Assistant Superintendent Date _____

Assistant Superintendent/Vice President

original to file
copy to Professor
Revised November 16, 2015

Date to File

Date to Professor

Due to COVID, this instructor was required to modify their course from a face-to-face instructional learning format to a fully on-line course, student services/counseling from face to face to remote services; and the limited face-to-face instructional courses have also been modified to accommodate the necessary health and safety measures to safely facilitate instruction; these modified instructional formats are recognized of this changed learning environment has been reflected in this evaluation.

APPENDIX E
EVALUATION FORMS

STUDENT FACULTY EVALUATION QUESTIONNAIRE
FACULTY (PROFESSOR, LIBRARIAN, COUNSELOR)

Name of Faculty Member: _____
Course/Session/Workshop: _____ Date: _____

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree	A	B	C	D	E	Does Not Apply
1. The faculty member promotes and supports a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Materials and assignments apply to the course/session/workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The faculty member provides clear examples and explanations that help students understand course/session/workshop expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The faculty member answers questions clearly and communicates in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The faculty member presents information and organizes materials effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The faculty member presents focused topics and engages with students in the learning environment to maximize student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The faculty member encourages an atmosphere of mutual respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The faculty member provides timely and effective feedback that encourages student growth and success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The faculty member enhanced my knowledge of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMENTS:						

Due to COVID, this instructor was required to modify their course from a face-to-face instructional learning format to a fully on-line course, student services/counseling from face to face to remote services; and the limited face-to-face instructional courses have also been modified to accommodate the necessary health and safety measures to safely facilitate instruction; these modified instructional formats are recognized of this changed learning environment has been reflected in this evaluation.