

Memorandum of Understanding
Redwoods Community College District (District)
College of the Redwoods Faculty Organization (CRFO)

The District and CRFO agree to the following:


1. All College of the Redwoods students need and deserve access to their instructors outside of the classroom in order to receive additional instructional support (e.g. help with homework), education and career advice, and other information or assistance related to their educational goals.
2. The intent of Article 3.5.1.1: Student Consultation of the Collective Bargaining Agreement is to require full-time faculty to provide students the kinds of “guidance and advice” described above.
3. Although the kinds of guidance and advice described above have been traditionally offered via regularly-scheduled in-person “office hours,” the intent of Article 3.5.1.1 is to allow full-time faculty to provide students guidance and advice in a variety of modalities (e.g. email, internet chat, Zoom conferencing, etc.) and at times that best meets the needs of students.
4. California Education Code Section 87800 states, “The Legislature finds and declares that community college part-time faculty are required to fulfill the same teaching responsibilities as full-time faculty although students have little or no access to part-time faculty members outside of the classroom. It is the intent of the Legislature that students have the same opportunity for academic assistance and guidance without regard to whether a course at a community college is taught by a full-time or a part-time faculty member.”
5. The intent of Article 3.12.1: Associate Faculty Paid Office Hour Program is to provide students access to their part-time instructors outside of the classroom.
6. The Associate Faculty Paid Office Hour Program does not effectively or efficiently provide student access to their part-time instructors outside of the classroom because the program requires guidance and advice to be delivered in specific modalities at regularly scheduled times.
7. The entirety of what appears in Article 3.12.1.1 through Article 3.12.1.4.1 of the Collective Bargaining Agreement is struck. Article 3.12.1 will read as follows:
“Student Consultation: A regular part of an associate faculty member’s assignment is to provide guidance and advice to students throughout the academic year. Student consultation hours are part of an associate faculty member’s professional responsibility.”
8. “Schedule D: Intent to Participate in the Associate Faculty Paid Office Hour Program” and “Schedule E: Associate Faculty Office Hour Activity Form” are removed from the 2019-2022 RCCD/CRFO Collective Bargaining Agreement.
9. “Schedule F-2B: Tenured, Associate, and Non Tenure-Track Full-Time Temporary Faculty Evaluation Form” and “Schedule F-3A Student Evaluation Form for Teaching

Faculty,” and Schedule F-3C Student Evaluation Form for Counselors” are revised as reflected in the attached documents.

10. “Schedule F-2DE: Supplemental Distance Education Teaching Evaluation Form” is removed from the 2019-2022 RCCD/CRFO Collective Bargaining Agreement.
11. Articles 11.3.5.1, 11.2.4.4, 11.3.4.4, and 11.4.5.4 are revised as indicated in the attached document.
12. Beginning August 24, 2020, the associate faculty parity rate will be 74%.

For RCCD

Date


[Keith Flamer \(Aug 19, 2020 18:55 PDT\)](#)

Aug 19, 2020

Keith Flamer – President/Superintendent


[Kerry Mayer \(Aug 20, 2020 07:14 PDT\)](#)

Aug 20, 2020

Kerry Mayer – Chief Negotiator

For CRFO

Date


[Michelle Haggerty \(Aug 19, 2020 22:39 PDT\)](#)

Aug 19, 2020

Michelle Haggerty – President


[John Johnston \(Aug 20, 2020 09:20 PDT\)](#)

Aug 20, 2020

John Johnston – Chief Negotiator

**SCHEDULE F-2B - TENURED, ASSOCIATE, AND NON TENURE-TRACK FULL
TIME TEMPORARY FACULTY EVALUATION FORM**

To be completed during classroom observations by each evaluator on the Tenured Faculty Evaluation Committee (TFEC), Associate Faculty Evaluation Committee (AFEC), and Non-Tenured Full Time Temporary Faculty Evaluation Committee (NFEC).

Name of Evaluatee: _____ Date: _____ ☐ Face-to-Face ☐ DE ☐ Correspondence

Name of Evaluator: _____ ☐ Faculty ☐ Administrator

	Satisfactory	Needs Improvement	Not Observed	Not Applicable	Comments (required for any item marked "Needs Improvement.")
PLANNING					
Shows evidence of advanced preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Objectives of instruction are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides clear and meaningful instruction and/or activities related to content and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COMMUNICATION					
Demonstrates effective written and oral communication skills with students and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates patience, fairness, and promptness in evaluating student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
INSTRUCTION					
Presents material/lessons in an organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Makes reasonable provisions for differences in ability, experience, physical disability, and cultural values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows currency and depth of knowledge in discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encourages engagement among students and between instructor and students (Does not apply to correspondence).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates enthusiasm for subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course materials (assignments, handouts, webpages, etc.) are clear, complete, and appropriate for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engages students in a regular cycle of assignment submission and delivery of feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Satisfactory	Needs Improvement	Not Observed	Not Applicable	Comments (required for any item marked "Needs Improvement.")
INTERACTIVE TECHNIQUES					
Encourages questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responds effectively to questions and comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encourages relevant student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encourages and guides critical thinking and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays flexibility and respect for the ideas of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STUDENT RELATIONS					
Class atmosphere reflects mutual respect and regard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ascertains that students understand difficult ideas before moving on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Helpful when students have difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates sensitivity to the needs and feelings of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates effective classroom management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides advice and guidance to students outside of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responds to student inquiries in a timely, professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PROFESSIONALISM AND PROFESSIONAL RESPONSIBILITIES					
Knowledgeable of and abides by District policies, procedures, and proper communication channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Works in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Meets operational clerical requirements (e.g. census rosters and final grades are submitted on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When under contract, usually responds to email inquiries from District administrators sent to an official CR email address in a timely manner (i.e. within 3 work days).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The following are not applicable to associate faculty:					
Completely fulfills additional responsibilities of a faculty member as described in Article III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participates in SLO and PLO development and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Participates in professional growth activities, such as workshops, seminars, conferences, publications,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADDITIONAL COMMENTS					

Evaluator Signature

Date

The signature below indicates this evaluation has been discussed with me, but does not necessarily constitute agreement with the content of the evaluation. I understand that if I choose, I have 10 business days to prepare a narrative statement to be attached to this document.

Evaluatee Signature

Date

SCHEDULE F- 3A - STUDENT EVALUATION FORM FOR TEACHING FACULTY

To be completed by students during evaluations of teaching faculty.

Name of Instructor: _____ Date: _____

Course Title: _____

Your anonymous, thoughtful responses to the following questions will help your instructor improve his/her teaching and this course. The evaluation is completely anonymous. ~~If your responses are hand written (and not typed), they will be typed before being given to the instructor, and only after grades are submitted.~~ Thank you for your participation in this important process.

Check the box next to the answer that best describes your response to the following statements.

[illegible]

F-3C

SCHEDULE F-3C - STUDENT EVALUATION FORM FOR COUNSELORS

[illegible]

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
INTERACTIVE TECHNIQUES						
My counselor encourages questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor listens attentively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor responds effectively to questions and comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor encourages me to think carefully about my educational goals and my plans for achieving those goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor displays respect for my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT RELATIONS						
My counselor demonstrates respect for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor makes sure that I understand difficult ideas before moving on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor is helpful when I have difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor is patient when I have difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor demonstrates sensitivity to my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor is friendly, warm, and positive. Or My counselor creates a welcoming environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor generally responds to inquiries I send via email or Canvas in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONALISM AND PROFESSIONAL RESPONSIBILITIES						
My counselor demonstrates professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on the strengths and weaknesses of your counselor.						

11.1.5.3.1 Professional Responsibilities Evaluation

- Active, effective, and collegial participation in institutional governance.
- Ability to work consistently in a constructive, professional manner that fosters collegiality among faculty, staff, managers, administrators, and students.
- Demonstrated commitment to and enthusiasm for the profession, the college, and student success.
- Demonstrated ability to accurately collect and report final grades, census rosters, and other documentation in a timely manner.
- Demonstrated adherence to District policies and procedures.
- Participation in course, program, and institutional assessment.
- Participation in department and division meetings.
- Demonstrated ability to work collegially and collaboratively to meet accreditation standards.
- Demonstrated commitment to professional development.
- Consistent, effective participation in required college service activities.
- **When under contract, usually responds to email inquiries from District administrators sent to an official CR email address in a timely manner (i.e. within 3 work days).**

11.2.4.4 Professional Responsibilities Evaluation

- Active, effective, and collegial participation in institutional governance.
- Ability to work consistently in a constructive, professional manner that fosters collegiality among faculty, staff, managers, administrators, and students.
- Demonstrated commitment to and enthusiasm for the profession, the college, and student success.
- Demonstrated ability to accurately collect and report final grades, census rosters, and other documentation in a timely manner.
- Demonstrated adherence to District policies and procedures.
- Participation in course, program, and institutional assessment.
- Participation in department and division meetings.
- Demonstrated ability to work collegially and collaboratively to meet accreditation standards.
- Demonstrated commitment to professional development.
- Consistent, effective participation in required college service activities.
- **When under contract, usually responds to email inquiries from District administrators sent to an official CR email address in a timely manner (i.e. within 3 work days).**

11.3.4.4 Professional Responsibilities Evaluation

- Ability to work consistently in a constructive, professional manner that fosters collegiality among faculty, staff, managers, administrators, and students
- Demonstrated commitment to and enthusiasm for the profession, the college, and student success
- Demonstrated ability to accurately collect and report final grades, census rosters, and other documentation in a timely manner
- Demonstrated adherence to District policies and procedures
- Use course, program and institutional learning outcome assessment results to inform improvements in student learning.
- Demonstrated ability to work collegially and collaboratively within accreditation standards
- Use of district-provided email
- **When under contract, usually responds to email inquiries from District administrators sent to an official CR email address in a timely manner (i.e. within 3 work days).**

11.4.5.4 Professional Responsibilities Evaluation

- Active, effective, and collegial participation in institutional governance.
- Ability to work consistently in a constructive, professional manner that fosters collegiality among faculty, staff, managers, administrators, and students.
- Demonstrated commitment to and enthusiasm for the profession, the college, and student success.
- Demonstrated ability to accurately collect and report final grades, census rosters, and other documentation in a timely manner.
- Demonstrated adherence to District policies and procedures.
- Participation in course, program, and institutional assessment.
- Participation in department and division meetings.
- Demonstrated ability to work collegially and collaboratively to meet accreditation standards.
- Demonstrated commitment to professional development.
- Consistent, effective participation in required college service activities.
- **When under contract, usually responds to email inquiries from District administrators sent to an official CR email address in a timely manner (i.e. within 3 work days).**