

**ACADEMIC MASTER CONTRACT  
AGREEMENT JULY 1, 2020 TO JUNE 30, 2023**

**SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT**

Board Ratified Agreement Modifications on August 10, 2022

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**ARTICLE 1.0 – CONDITIONS OF THE CONTRACT**

**1.1 AGREEMENT**

The articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the Governing Board of the Shasta-Tehama-Trinity Joint Community College District ("Board") and the Shasta College Faculty Association/CTA/NEA ("Association"), an employee organization.

**1.2 UNIT STABILITY**

The Board recognizes the Association as the exclusive representative of all full-time and part-time regular or contract academic employees, summer school academic employees, employees who are replacements for academic employees on leave for a semester or year of absence or sabbatical leave, and those hourly paid academic employees and temporary academic employees, who are also hourly paid and excluding substitutes and employees designated by the Board as follows:

- District Superintendent/President
- Vice Presidents
- Associate Vice Presidents
- Deans
- Associate Deans
- Directors
- Supervisors
- Confidential Classified
- Presenters of fee based classes
- Instructors of Community and Contract Ed classes

Payroll deductions for unit membership for part-time employees only exists during the period of actual employment. No unit positions of the Association will be changed during the term of the contract without the mutual consent of the Association and the Board.

**1.3 TERM OF THE CONTRACT**

**1.3.1** The parties agree that for the period from July 1, 2019 through June 30, 2020, the prior Agreement with the stated term of July 1, 2018 through June 30, 2019 shall be considered the terms of the contract between the parties. The term of this agreement shall be July 1, 2020, through June 30, 2023 and thereafter shall continue in effect until the parties enter into a new agreement.

**1.3.2** The provisions of this contract will remain in full force and effect until agreement on a subsequent contract is reached between the Association and the District or until negotiations on a subsequent contract are terminated without agreement.

**1.3.3 REVISION OF THE CONTRACT**

This Agreement may only be amended or supplemented by mutual written agreement of the parties and duly signed by each. Upon mutual agreement, the parties may amend or modify any portion of this Agreement.

For the 2020-21 and 2021-22 academic years, the parties may reopen negotiations on compensation and two (2) other articles of the Agreement by giving written notice to the other party by January 1, 2021 and January 1, 2022 respectively.

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

For the 2022-2023 academic year, the parties may reopen negotiations on compensation and the successor contract by giving written notice to the other party by January 1, 2023.

### **1.4 RATIFICATION**

The final proposal as agreed upon and signed by negotiators for both parties will be submitted to the Board for ratification at the next regularly scheduled Board meeting or within thirty (30) days after signing of the final agreement by negotiators.

### **1.5 EFFECT OF AGREEMENT**

It is understood and agreed that the specific provisions contained in this agreement shall prevail over District practices and procedures and over state law to the extent permitted by state law.

## **ARTICLE 2.0 – HOURS OF EMPLOYMENT**

### **2.1 DEFINITIONS**

**2.1.1 Calendar--** The calendar for the academic year appears under the College Academic Calendars website. The academic year excludes winter intersession, spring break, and summer periods to allow part-time bargaining unit members to teach during intersessions without courses at those times counting toward the 67% limit for fall and spring semesters. An intersession is defined as time between the regular calendared fall and spring semesters.

Winter intersession begins the day after the last day of finals for the fall semester and ends the day before spring classes begin. If a class is scheduled as a winter intersession course, it must begin on a day after the last day of finals, but may overlap with the spring semester. No overlap may be for more than five (5) instructional days. Overlapping winter intersession classes will be included in the spring schedule of classes, but must be highlighted as a winter intersession class and will not count toward the 67% limit for part-time instructors for fall or spring semesters.

Spring break begins the day after the last calendared semester day of instruction before the break, and ends the day before the first day instruction resumes after the break. If a class is scheduled as a spring break intersession course, it must begin on a day after the last day of semester classes, but may overlap with the remainder of the spring semester. No overlap may be for more than five (5) instructional days. Overlapping spring break classes will be included in the spring schedule of classes, but must be highlighted as a spring break class and will not count toward the 67% limit for part-time instructors for spring semesters.

Summer intersession begins the day after the last day of finals for the spring semester and ends the day before fall classes begin. If a class is scheduled as a summer intersession course, it must begin on a day after the last day of finals, but may overlap with the fall semester. No overlap may be for more than five (5) instructional days. Overlapping summer classes will be included in the fall schedule of classes, but must be highlighted as a summer class and will not count toward the 67% limit for part-time instructors for fall semesters.

The calendar is negotiated following the process established in Board Policy and Administrative Procedure, separate from regular contract negotiations.

**2.1.2 Consecutive Hours of Employment –** This is defined as those hours starting from the beginning of the first class of a given instructor until the conclusion of their final class in any calendar day.

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

**2.1.3 Days of Employment** – The number of days of service for the academic year is 175 days. The number of days of service for non-instructional bargaining unit members shall be 195 days. There are 175 days of instruction each academic year.

**2.1.4 Duty Year** – The duty year shall start with the first instructional bargaining unit member duty day on the academic calendar and shall end for each individual bargaining unit member on the last duty day on the academic calendar, or with the submission of grades in June and the permission of the appropriate administrator(s) designated by the Superintendent/President. The duty year for non-instructional bargaining unit members is July 1 through June 30. Each non-instructional bargaining unit member will meet individually with their supervising administrator to mutually agree to a 195-day work year. By mutual agreement, any days between July 1 and June 30 may be included in the duty year. Non-instructional bargaining unit members shall be provided a break of four consecutive weeks per calendar year, unless otherwise mutually agreed. Assignment agreements for non-instructional bargaining unit members must be made and signed by both parties by February 15 of the preceding year. Attendance at Commencement ceremonies held during a scheduled assignment is required for all full-time bargaining unit members except when on leave as specified in Article 6- Leaves (charged up to 3 hours maximum for absence), or when a unit member has an approved accommodation on file. The District will provide one-time reimbursement up to \$150 to current and new full-time bargaining unit members for academic regalia to be worn at Commencement ceremonies.

Non-instructional bargaining unit member longevity will be considered in making schedule assignments, with senior bargaining unit members having the first choice of work schedules. Non-instructional bargaining unit members shall have the option of at least a 14 calendar day break between the last instructional day of the fall semester and the first instructional day of the spring semester. Work assignment agreements shall be provided to the non-instructional bargaining unit member, supervising administrator, and Human Resources Office

**2.1.5 Instructional-related activities** - “Instructional-related activities” must be performed by all full-time instructional bargaining unit members to fulfill the required 12.5% of their workload beyond 75% for teaching duties and 12.5% for student office hours. Instructional-related activities may include, but are not limited to, participation in the following:

- Committee work (ad hoc, standing, governance, and advisory)
- Curriculum development and review within established cycles
- Program review and area planning within established cycles
- Selection committees
- Division and department meetings (see Article 2.2.11)
- Student learning outcomes process, with support from District in the form of time, training, resources, and opportunities for meaningful discussion related to continuous quality improvement of programs.

Participation in these activities is a responsibility shared equally by all instructional bargaining unit members within a division. The supervising administrator may assign activities to ensure timely completion of and equitable participation in required activities.

**2.1.6 Non-instructional faculty professional activities** – As per Article 2.2.6, full-time non-instructional faculty will complete professional activities that include but are not limited to the duties listed for instructional faculty in Article 2.1.5 These are considered a shared responsibility by all full-time non-instructional, as well as instructional faculty.

**2.1.7 Mentor Program** - The purposes of the Mentor Program are to communicate the District's culture and mission, facilitate the new full-time probationary bargaining unit member's

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

1 understanding of the District's operations and expectations; and enhance the new employee's  
2 ability to make positive contributions to the District's community, operations, and culture  
3 efficiently and effectively. Mentors are expected to meet with their mentees weekly. Procedures  
4 for the Mentor Program are provided in Article 5.

### 5 6 **2.2 TERMS**

7  
8 **2.2.1** The intent of this Section is to include only academic contract bargaining unit members  
9 and regular bargaining unit members as defined in Education Code, Section 87601, (a) and (b),  
10 except those bargaining unit members employed on an hourly basis.

11  
12 **2.2.2** The normal College business hours are 8 a.m. to 5 p.m., Monday through Friday.  
13 Selected educational programs and services are offered, however, from 5 p.m. to 11 p.m. both  
14 on- and off-campus, as well as on the weekend.

15  
16 **2.2.3** Bargaining unit members whose duties are classroom instruction shall be on duty on a  
17 College campus daily/weekly as much as is required to fulfill their teaching, student office hours,  
18 committee work, departmental professional functions and other professional obligations.  
19 Prorating of the duty hours based on the bargaining unit member load formula may be applied.  
20 It is understood that instructional related activities may require additional hours off-campus to be  
21 performed at the discretion of the bargaining unit member.

22  
23 **2.2.4** Instructional activities shall be scheduled by each bargaining unit member as often as is  
24 required to be effective at their assignment.

25  
26 **2.2.5** A schedule including the bargaining unit member's approved class schedule and  
27 providing for at least five (5) instructional hours (250 minutes) for student conference per week  
28 shall be prepared by the bargaining unit member and submitted in writing to their supervising  
29 administrator, and the Vice President of Instruction. The division office shall post a schedule of  
30 office hours on bargaining unit members' office doors by the end of the first week of scheduled  
31 classes in each semester. Student office hour periods shall be for a minimum of 30 minutes and  
32 shall be scheduled in a manner to best meet the needs of the students.

33  
34 Full-time nursing faculty may complete some or all of their required student conference hours  
35 per week by way of student conferencing in the clinical setting.

36  
37 When possible, student office hours shall be immediately before or after class. Bargaining unit  
38 members shall remain in their offices during the scheduled student office hours unless another  
39 arrangement has been approved in advance, and in writing, by the appropriate supervising  
40 administrator. Online and hybrid courses may include office hours at an alternative location,  
41 including via online communication technologies, provided they are regularly scheduled and  
42 clearly communicated with the supervising administrator and students.

43  
44 **2.2.6** Those bargaining unit members who are assigned full time to non-classroom  
45 responsibilities shall be scheduled duties for an average of thirty-five (35) hours per week during  
46 the contract year. Non-classroom responsibilities may require a minimum of five (5) additional  
47 hours either on or off-campus for non-classroom-related activities to be performed at the  
48 professional discretion of the bargaining unit member. Any bargaining unit member whose  
49 assignment encompasses both classroom teaching and non-classroom duties will be assigned  
50 in accordance with the District Faculty Load Calculations.

51  
52 **2.2.6.1** Full-time counselors shall be entitled to one (1) hour of preparation time for each  
53 contracted day of service per contract year. The District may, at its option, schedule one-half  
54 (1/2) hour of preparation time for up to forty-five (45) work days per contract year and no more

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

than two (2) hours of preparation in any one day at other times. Counselors who teach a course as part of their contract load are entitled to one hour of preparation time for each hour of instruction. Preparation time shall be on-campus duty time. Time not scheduled for counseling appointments, preparation, meetings, or other appropriate purposes shall be available for drop-in counseling.

**2.2.7** Bargaining unit members whose first day of paid service was prior to September 1, 1989, will be assigned a major percentage of their instructional load between the hours of 8 am and 5 pm, Monday through Friday, whenever possible. If, because of special needs of the District, it becomes necessary to assign bargaining unit members at other times, such assignment will be made by mutual agreement between the bargaining unit member and the supervisor as evidenced by the unit member's signature on an official load report, or, if mutual agreement cannot be reached, the appropriate Vice President will make the assignment only after documenting all the alternatives considered and justifying the need for the assignment in writing. All loads so assigned will be considered in the District load policy. No such load will require daily scheduled classroom instruction spanning more than 7 hours unless (1) specifically requested in writing by the bargaining unit member and (2) approved in writing by the appropriate immediate supervisor.

**2.2.8** Bargaining unit members whose first day of paid service was on or after September 1, 1989, will be assigned an instructional load according to the needs of the District. Such load may include evening and weekend assignments on- or off-campus. All loads so assigned will be considered in the District load policy. No scheduled hours for any regular assignment shall exceed a nine (9) hour span for two consecutive days of instruction or a 12-hour span for one day unless (1) specifically requested in writing by the bargaining unit member and (2) approved in writing by the appropriate immediate supervisor.

**2.2.9** Whenever an evening assignment is made as part of load, no less than 12 consecutive hours shall elapse between the end of the last assigned class on one day and the beginning of the first assigned class on the next day unless (1) specifically requested in writing by the bargaining unit member and (2) approved in writing by the appropriate immediate supervisor.

**2.2.10** For all bargaining unit members, all load assignments will be made in consultation with the immediate supervisor and approved by the appropriate Vice President.

**2.2.11** All bargaining unit members, including those using distance education systems, shall attend department and division meetings scheduled by their supervising administrator as part of their instructional-related activities, unless excused in writing and in advance of the meeting. Unit members may participate in the required activities remotely, using video and/or audio communication technologies.

## ARTICLE 3.0 – TRAVEL REIMBURSEMENTS

**3.1** Travel reimbursement is not available for bargaining unit members' travel to their regular initial duty station each duty day. Bargaining unit members required to use their personal automobiles for travel within or outside the District for assigned work are eligible for mileage reimbursement following the District's Administrative Policy 7400.

**3.1.1** Bargaining unit members will be reimbursed for use of a personal automobile for work assignments at the prevailing IRS standard rate. Bargaining unit members will be reimbursed for the most direct route of travel possible; miles driven beyond the most direct available route at the bargaining unit member's discretion will not be eligible for reimbursement. If the bargaining unit member does not leave from and/or return to their regular duty station, the total miles driven minus the regular commute miles shall be reimbursed.

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

**3.1.2** In the event it becomes necessary to add a duty station to the workday of a full time bargaining unit member, such additions shall be discussed with the bargaining unit member prior to finalization of the additional location. The supervising administrator shall attempt to reach mutual agreement with the bargaining unit member before assigning an additional duty station. If mutual agreement cannot be reached, the least senior, available, and qualified bargaining unit member will be assigned.

**3.2** Part-time bargaining unit members shall be paid for travel to their class or classes for mileage beyond 45 miles round trip with a maximum number of 80 paid miles. The distance is measured from city center to city center.

## ARTICLE 4.0 – WORKLOAD

### 4.1 BARGAINING UNIT MEMBER LOAD CALCULATION

**4.1.1** The semester load for regular full-time teaching bargaining unit members shall be 100%. A load of 99.00% or greater, but less than 100%, will be rounded up to 100%. A load of 98.99% or less will be recorded as measured according to the computations stated below.

The maximum load for part-time bargaining unit members shall be sixty-seven percent (67.00%).

All loads for regular full-time and part-time teaching bargaining unit members will be computed as follows:

- Each lecture/discussion hour per week per 18 week semester (540 total annual hours) = 6 2/3% ( $100\% \div 15 \text{ hrs/week} = 6 \frac{2}{3}\%$ ). Due to the effects of rounding of decimal places when calculating loads, the following scale and pattern will apply.

<u>Hrs/Wk</u>	<u>Load Factor</u>
0.5	3.33
1.0	6.67
1.5	10.00
2.0	13.33
2.5	16.67
3.0	20.00
3.5	23.33
4.0	26.67
4.5	30.00
5.0	33.33
5.5	36.67
6.0	40.00

- Each weekly composition lecture hour in ENGL 196, ENGL 1A, and ENGL 1AX per 18 week semester (480 annual) = 7.5% ( $100\% \div 13.33 \text{ hrs/week} = 7.5\%$ ).
- Each lab/activity hour per week per 18 week semester (720 annual) = 5.0% ( $100\% \div 20 \text{ hrs/week} = 5.0\%$ )
- Each non-directed lab (nursing) hour per week per 18-week semester (720 annual) = 5.0% ( $100\% \div 20.0 \text{ hrs/week} = 5.0\%$ )
- Each non-credit class hour per week per 18-week semester (900 annual) = 4.0% ( $100\% \div 25 \text{ hrs/week} = 4.0\%$ )
- A class size factor will be applied to lecture classes as follows:

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

- For class sizes of 51-69, multiply the lecture hour credit by 1.10.
- For class sizes of 70-89, multiply the lecture hour credit by 1.25.
- For class sizes of 90 to 119, multiply the lecture hour credit by 1.40.
- For class sizes of 120 or more, multiply the lecture hour credit by 1.55.
- Only one large class will be allowed without the recommendation of the supervising administrator and approved by the Vice President of Instruction.
- The large class size factor will be determined at census.
- A class size factor will be applied to online lecture classes as follows:
  - For class sizes of 41-54, multiply the lecture hour credit by 1.20.
  - For class sizes of 55-69, multiply the lecture hour credit by 1.50.
  - For class sizes of 70-99, multiply the lecture hour credit by 1.80.
  - For class sizes of 100 or more, multiply the lecture hour credit by 2.10.
  - Only one large class will be allowed without the recommendation of the supervising administrator and approved by the Vice President of Instruction.
  - The large class size factor will be determined at census.

For purposes of online classes “merged sections” are to be defined as two or more sections of a course that are hosted in a single LMS shell. For the purposes of load calculation, as specified in the above section 4.1.1, the enrollment for merged sections shall be counted together and a single load applied to all merged sections combined into the same shell.

**4.1.2** Effective in the 2021-2022 academic year and thereafter, the number of instructional hours in each category (lecture, lab, activity, non-directed lab [nursing], non-credit, or discussion) for a given course will be obtained from the approved course outline of record.

**4.1.3** The number of weekly hours in each category will be the number of hours obtained from the course outline divided by eighteen (18).

### **4.2 BARGAINING UNIT MEMBER LOAD BANK**

Each full-time bargaining unit member will have a load bank. The intent of the load bank is to allow bargaining unit members to manage fluctuations in load between semesters without a negative impact on service credit for the state retirement system and ensure appropriate payment for teaching. The balance shall be reported each semester on a Faculty Load Form, to be signed by the bargaining unit member and supervising administrator no later than three weeks after the census date.

**4.2.1** Each semester, the load bank balance will be updated by adding the amount of the member’s load percentage minus 100%. A load bank balance credit is the amount by which the balance exceeds 0%. A load bank balance deficit is the amount by which the balance is less than 0%.

**4.2.2** When a bargaining unit member’s load bank balance reaches a positive balance of 20% or greater, the supervising administrator must adjust the member’s schedule to eliminate the balance within two semesters or pay the bargaining unit member at the part-time faculty lecture hourly rate for the amount of the load credit. When a bargaining unit member’s positive load bank balance reaches 25%, the balance must be paid at the bargaining unit member’s lecture/instructional hourly rate. The District and a bargaining unit member may mutually agree to pay out a positive load bank of less than 25%.

**4.2.3** Whenever a bargaining unit member is underloaded, the District may assign up to the required average as defined in Section 4 herein; or if the underload is due to insufficient



## ARTICLE 2.0 – HOURS OF EMPLOYMENT

enrollment, the District may then reassign any full-time bargaining unit member to another instructional area or division.

**4.2.3.1** If the above bargaining unit member cannot qualify for reassignment, the District will establish a program for retraining which enables such reassignment. The retraining program may be conducted through the professional growth program, or at the District's discretion, through the utilization of the special sabbatical leave for retraining as set forth in Article 6.2.2.2.

**4.2.3.2** Whenever a bargaining unit member's load bank balance deficit exceeds 20%, the supervising administrator must adjust the member's schedule to eliminate the deficit within two semesters. The bargaining unit member and supervising administrator may mutually agree to extend this timeframe two additional semesters due to the bargaining unit member's need or due to enrollment and student need. The mutual agreement must be stated in writing. A bargaining unit member's load bank deficit is capped at 25% and the unit member will only be required to make up a 25% deficit within the timelines described above. Under no circumstances will a bargaining unit member be required to make up more than a 25% load bank deficit. If a bargaining unit member refuses to make up a load deficit within two semesters, and/or within the agreed extension, in accordance with this article, the bargaining unit member's pay may be reduced to correct the load deficit and they will be reported to the state retirement system with less than a full year of service credit. If the District fails to adjust the bargaining unit member's schedule to eliminate the deficit within two semesters and/or within the agreed extension, the negative load balance will be erased.

**4.2.4** All bargaining unit member loads and load bank balances must be reported to the Faculty Association upon request. The Faculty Association may request loads and load bank balances twice a year, once in fall and once in the spring semester.

**4.2.5** If a bargaining unit member leaves the Faculty Association bargaining unit, or District employment, or retires, any negative load bank balance is erased and the bargaining unit member has no obligation to compensate the District based on the negative balance. Any positive balance will be paid to the bargaining unit member upon leaving the bargaining unit.

**4.2.6** An over-load assignment is a separate, voluntary assignment requested by the bargaining unit member in addition to the member's assigned load that requires a separate contract. The member is compensated at the part-time hourly rate.

**4.3** Bargaining unit members and supervising administrators shall be responsible for determining and establishing appropriate class size by mutual consent.

**4.3.1** The voluntary consent of the bargaining unit member shall be required to exceed established class size. Over-enrollment will be facilitated by the bargaining unit member's use of over-enrollment procedures.

**4.3.2** The number of students in laboratory sections shall not exceed the number of established stations and/or available equipment or teaching aides.

**4.4** All bargaining unit members shall be notified in writing at least three (3) weeks in advance of the publishing of the course schedules for the ensuing academic period. Each bargaining unit member shall meet with their immediate supervisor to modify or otherwise alter their schedule as necessary and to adopt a mutually acceptable final schedule for that academic period. The class schedule must be approved by the Vice President of Instruction.

**4.4.1** If a bargaining unit member is not satisfied with the proposed schedule for the bargaining unit member's assignment, the bargaining unit member may appeal the schedule by

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

giving a written notice of appeal to their division. Such appeal must be filed within five (5) business days of receipt of the proposed schedule. The appeal shall be on a form agreeable to the District and the Association and shall include the original schedule, the bargaining unit member's requested schedule, and the bargaining unit member's reasons for requesting a schedule change.

**4.4.2** Concurrently with the written notice to the supervising administrator, the bargaining unit member shall request that the Association appoint a member to a "Schedule Appeal Committee." This committee shall consist of the member appointed by the Association, a member appointed by the supervising administrator and a third member selected by the Association's representative and the District's representative.

**4.4.2.1** Within ten (10) business days of receiving the appeal, the Schedule Appeal Committee shall meet to consider, discuss, and/or investigate the appeal. The committee will provide a written copy of its conclusions and recommendations to the appealing bargaining unit member and the supervising administrator. Unless appealed under Article 4.4.1, the schedule recommended by the committee shall be the schedule for the bargaining unit member in the following academic period. If the Schedule Appeal Committee fails to provide conclusions and recommendations prior to the publishing date of the course schedules, the appeal proceeds to the Vice President of Instruction as stated in 4.4.2.2.

**4.4.2.2** If either the bargaining unit member or the supervising administrator does not accept the recommendations of the Schedule Appeal Committee, they may appeal the proposed schedule to the Vice President of Instruction. The appeal must be submitted in writing within seven (7) calendar days. The Vice President of Instruction must make the final decision on the class schedule. If the Vice President of Instruction does not accept the Schedule Appeal Committee's recommendation, the Vice President will provide written justification for the necessity for the schedule to the committee within ten (10) business days.

**4.5** Bargaining unit members assigned online courses shall fulfill their professional responsibilities, such as attending division and department meetings, program review meetings, scheduled flex days on campus, and participatory governance meetings, and serving on campus/college committees. Instructional bargaining unit members who do not maintain an online presence or fulfill their professional responsibilities may have their online load reduced by their supervising administrator.

### **4.6 FACULTY COORDINATOR PROGRAM**

The purposes of the Faculty Coordinator Program are to assist the division office and to coordinate the instructional-related activities, such as part-time hiring and evaluation, completion of area plans, program reviews, course reviews, and discussions of department-specific issues, such as department policies and learning outcomes, as noted in the Faculty Coordinator Position Description.

Faculty Coordinators are central to the effective functioning of specific areas within the District. Faculty Coordinators are faculty who, working under the direction of and in collaboration with the supervising administrator, assist in the coordination of the assigned area, helping to ensure that the area's programs meet the academic standards of the division, District, and system, and that they serve the needs of a diverse student population.

**4.6.1** Faculty Coordinators: full-time, part-time, retired, or Emeritus Instructional bargaining unit members may serve as Faculty Coordinators. Retired or Emeritus Instructional bargaining unit members can only be considered for the position if no full-time bargaining unit members are

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

interested in the position for that year. Retired or Emeritus bargaining unit members must have been employed with the District as instructional bargaining unit members within the prior three years to be eligible to serve as a Faculty Coordinator.

**4.6.2** Faculty Coordinators are selected at the beginning of each academic year or may be selected at the end of the previous academic year to serve the following year. A unit member may serve as Faculty Coordinator for up to two (2) consecutive, two-year terms years, after which they must take a minimum one (1) year hiatus before serving as Faculty Coordinator again. Exceptions to the hiatus may be made by the Vice President of Instruction (i.e. based on availability of faculty in the area/discipline).

**4.6.3** Faculty Coordinators will be selected using an election process within each department. Those considering serving for the first time or a consecutive term must first speak with the Supervising Administrator about the responsibilities of the position. If there is only one qualified volunteer they will be selected by the Supervising Administrator. If two or more qualified bargaining unit members volunteer for the position during the same academic year, a secret ballot vote shall be held using email or other online surveys to select the Faculty Coordinator. All department full and part-time department members are eligible to vote. All Faculty Coordinator appointments are subject to review by the Vice President of Instruction.

**4.6.4** Faculty Coordinator work assignments will include but not be limited to the duties in the Faculty Coordinator Position Description (see Appendix F), Coordinator assignments may not overlap with normal instructional-related duties as described in Article 2.1.5. Any disputes arising relative to workload will be reviewed and settled by the Vice President of Instruction and the President of the Faculty Association.

**4.6.5** The District shall allocate funding for Faculty Coordinators in accordance with Article 7.3. This will be distributed among divisions based on the rubric in Appendix G up to a maximum of \$7,500 per academic year for one coordinator position. The Supervising Administrator, two current Faculty Coordinators in the division, and one Faculty Association representative will jointly develop a unique division rubric in order to equitably distribute funds among division Coordinators. In case of a split vote, the Faculty Association representative and Supervising Administrator will jointly select a third Coordinator from another division to vote as a tiebreaker. Divisions may use the negotiated District allocation rubric as a division rubric but may add criteria as appropriate.

**4.6.6** Two or more bargaining unit members may opt to split a Faculty Coordinator position. This may be done provided both are selected in accordance with 4.6.3.

**4.6.7** Supervising Administrators will collect a log of Faculty Coordinators' activities each term to determine if duties should be added, assigned differently, or eliminated. Every three (3) years starting in 2025, either the District or the Faculty Association may request to negotiate further changes to the Position Description.

**4.6.8** Faculty Coordinators will be evaluated annually, as described in the Position Description, using a tool agreed upon by the District and Faculty Association.

### **4.7 PART-TIME PARITY**

Part-time temporary bargaining unit member parity shall be defined as follows:

**4.7.1** Per Article 2.1.5, full-time instructional faculty devote 75% of their workload to instruction. Part-time parity is based on this calculation.

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Parity pay rates shall be calculated as follows:

Class and step annual rates on the full-time faculty salary schedule will be multiplied by 75%, which represents the teaching portion of a full-time instructor's workload. The amount arrived at in this calculation shall be:

- Divided by 525 hours to determine the hourly rate for lecture classes (15 hours per week per 17.5 week semester).
- Divided by 467 hours to determine the hourly rate for composition lecture ENGL 196, ENGL 1A, and ENGL 1AX classes effective with the fall 2007-08 academic year (13.33 hours per week per 17.5 week semester).
- Divided by 700 hours to determine the hourly rate for lab/activity classes (20 hours per week per 17.5 week semester).
- Divided by 700 hours to determine the hourly rate for non-directed lab (nursing) classes (20 hours per week per 17.5 week semester).
- Divided by 875 hours to determine the hourly rate for non-credit classes (25 hours per week per 17.5 week semester).

**4.7.2 Non-Classroom Unit Members:** Non-classroom unit members' annual salaries compensate them for work, 87.5% of which is devoted to scheduled activities and 12.5% devoted to non-scheduled activities.

Parity rates for non-classroom unit members shall be calculated as follows:

Class and step annual rates on the full-time faculty salary schedule (175 day) will be multiplied by 87.5%, which represents the scheduled activities portion of a full-time bargaining unit members' workload as defined in this section. The amount arrived in this calculation shall be: divided by 1,225 hours to determine the hourly rate for non-instructional bargaining unit members (175 days x 7 hours per day).

### **4.8 FLEX CALENDAR DAYS**

"Flex Days" are negotiated days on which instructional bargaining unit members are released from their assigned instructional duties, but are required to perform other instructional related activities for one or more of the following objectives: personal improvement, student improvement, and instructional improvement. These activities can be: a) selected by each individual bargaining unit member from a list of pre-approved activities provided by the District, or b) projects initiated by a bargaining unit member in an effort to enhance teaching and/or learning and approved in advance by the Division Dean. Effective in the 2021-2022 academic year and thereafter, full-time instructional bargaining unit members must complete eleven (11) days or sixty-six (66) hours of flex activities per year: 12 hours to attend two mandatory, scheduled flex days; 18 hours (as attested on District's FLEX hours form) for faculty to collaborate on issues related to student learning and success; and 36 hours to complete individual flex activities.

**4.8.1 Mandatory Flex Days:** As part of the process of negotiating the academic calendar, the District and Association will include negotiations regarding mandatory flex days. Mandatory flex day attendance shall not exceed six (6) hours. For any agreed to mandatory flex day, all full-time instructional bargaining unit members to whom flex applies must attend all mandatory flex

## ARTICLE 2.0 – HOURS OF EMPLOYMENT

day activities, participate in alternative activities as approved by their supervising administrator and the Vice President of Instruction, or be in an approved leave status.

**4.8.1.1 List of District's Pre-Approved Flex Activities:** The District will maintain a list of pre-approved activities in electronic form that will allow bargaining unit members to interactively and quickly calculate the total number of flex hours associated with their chosen/intended activities.

**4.8.1.2** Suggested additions to the list of pre-approved flex activities will be performed on an on-going basis. The maintenance of the public list is the responsibility of the District, which will keep them updated such as to provide the bargaining unit member with a broad range of activities to select from.

**4.8.1.3** No activity present on the pre-approved list on the first day of the academic year will be deleted during the course of that year.

**4.8.2 Flex Projects Initiated by Bargaining Unit Members:** These are personal, student, and/or instructional improvement activities proposed by bargaining unit member(s) which need previous approval by the Division Dean.

**4.8.2.1** The District will provide a simple electronic form (see Appendix D) to facilitate the submission of project approval requests to the appropriate Dean.

**4.8.3 Approval Process of Bargaining Unit Member Initiated Flex Activities:** When a project is approved, a copy of the form signed by the Dean will be provided to the bargaining unit member(s) involved and an electronic version of the approved form added to the public archive of such projects as per section 4.8.1.1.

**4.8.3.1** In the eventuality that the District denies approval of a flex activity project presented by a faculty member(s), the reasons for the denial should be set in writing and signed by the Dean on the same project approval request form before being returned to the originating member(s). If the faculty member(s) whose project is denied for flex credit is not satisfied with the reasons provided by the Dean, they can request the Association to appoint a "Proposal Appeal Committee" for review and arbitration, and notify the Division that such action is taken.

**4.8.3.2** When the bargaining unit member opts for the appeal process following a flex project denial, they should notify the Division Dean of the decision. Within five (5) working days (defined in accordance with 10.2.3) of the member's request, a Proposal Appeal Committee will be constituted, comprised of three members: a member appointed by the Association, a member appointed by the supervising administrator and a third member selected by the Association's representative and the District's representative.

**4.8.3.3** Within ten (10) working days of receiving the appeal, the Proposed Appeal Committee shall meet to review, discuss, and decide on the issue. They will provide a written copy of their conclusions to the appealing bargaining unit member and the supervising administrator. Their decision will be considered final.

**4.8.4** The Office of Instruction will provide bargaining unit members with updated information regarding the number of flex hours completed to allow them to correct for any deficiency within the operative calendar year.

**4.8.5** Intellectual property with potential commercial value developed by bargaining unit members as a result of flex activities will be treated in accordance with the stipulations of Article 15 of this contract (Intellectual Property Rights).

## ARTICLE 5.0 – EVALUATION POLICY

**4.8.6** The District will provide a form on which bargaining unit members will certify completion of flex activities by June 30 of each year with final signed approval of the supervising administrator. The Office of Instruction will maintain these records for auditing purposes. If any bargaining unit member does not complete the required flex activities in a given year, the hours below the required number must be deducted from their accumulated sick leave. If the bargaining unit member does not have adequate sick leave to account for their required flex hours, the necessary amount of sick leave shall be deducted in the following fiscal year.

**4.8.7 Exemptions:** Effective in the 2021-2022 academic year and thereafter, full-time bargaining unit members teaching courses with hours mandated by outside agencies, where the hours are not reduced because of the flexible calendar, are not subject to the flex activities stated in this Article. All other courses that are part of full-time load are subject to the flex hours stated in this Article. Flex hours are not available for short-term online classes taught by part-time bargaining unit members or as overload by full-time bargaining unit members.

## **ARTICLE 5.0 – EVALUATION POLICY**

### **5.1 INTRODUCTION**

In support of Shasta College's commitment to excellence in education, the District and faculty view the evaluation process as an integral component to the continuous improvement of its instructional and student services programs and services. The primary reason for evaluating faculty bargaining unit members is to maintain a high level of professional competence. The District is a collaborative and inclusive organization that strives for equity and equal opportunity, and all of those involved with the evaluation process are responsible for helping to ensure that we continually improve the educational experience and outcomes of the District's diverse student population.

Students can expect to work with faculty who are committed to continuous improvement and who are supported in their efforts to improve. Through the evaluation process, bargaining unit members can expect to receive feedback on where they are having success and where they can improve. Faculty are at the heart of the student experience. It is through their ideas and collegial involvement that instructional and supporting programs are developed, delivered, and improved. Excellence at Shasta College is therefore dependent upon the quality of the faculty and upon their continued improvement.

Though evaluation is inherently a summative process, it should be viewed primarily as a process that provides meaningful and constructive feedback for improvement. Evaluations will be conducted in a spirit of constructively critical observation, mutual respect, and goodwill. Before the evaluation process begins, the evaluator(s) shall make the assumptions noted below:

The bargaining unit member being evaluated:

- A. Is a professional and will be treated with all the dignity implied in professionalism and with respect to the tenets of Academic Freedom;
- B. Has the capacity to correct any deficiencies which might be recognized;
- C. Is committed to improvement as an ongoing process.

### **5.2 PROCEDURAL RIGHTS**

A bargaining unit member shall be entitled to the following procedural rights as part of any evaluation:

## ARTICLE 5.0 – EVALUATION POLICY

- Signed copies of all Summary Reports, Worksite Observations, and Performance Improvement Plans.
- Access to all Student Opinion Surveys once grades have been submitted.
- Written notification of the evaluators' findings and recommendations.
- An opportunity to submit a written response within ten (10) business days to all Summary Reports, Worksite Observations, and Performance Improvement Plans.
- Written notification of unsatisfactory performance in any area of the evaluation, including a statement of the improvements necessary to achieve satisfactory performance.
- Assistance to improve performance, when necessary, through a Performance Improvement Plan.
- Upon request, representation by an available Association representative at any conference concerning an evaluation.
- The opportunity to bring concerns to a mentor (if one has been assigned), the Committee Chair, EPOC, Human Resources, or an Association representative if the bargaining unit member feels any evaluation committee member has been unprofessional in their approach to the evaluation.

### **5.3 DEFINITIONS**

For the purpose of this Article, the following definitions will apply:

- A. "Probationary faculty": a bargaining unit member in the tenure track who is employed on the basis of a contract in accordance with the provisions of Education Code Sections 87604 through 87609. Probationary faculty are bargaining unit members commonly referred to as "tenure-track" or sometimes "contract" faculty.
- B. "Tenured faculty": a bargaining unit member who is employed in accordance with the provisions of Education Code Section 87608(c) or 87608.5(c) or Section 87609(a). Tenured faculty are bargaining unit members commonly referred to as "regular" or "permanent" faculty.
- C. "Part-time faculty": a bargaining unit member employed in accordance with Education Code Section 87482.5.
- D. "Full-Time temporary faculty": a bargaining unit member employed in accordance with Education Code Sections 87470-87476, 87478, 87480-87482.5, and 87482.8.
- F. "Committee Chair": the person with primary responsibility for evaluating the unit member. Typically this is the supervising administrator. In the case of part-time faculty evaluations, a designee (such as a faculty chair) may be appointed to lead the evaluation.
- G. "Tenure Review Committee": a committee for probationary (contract or tenure-track) bargaining unit members. The composition and selection of Tenure Review Committees is described in Section 5.5.

## ARTICLE 5.0 – EVALUATION POLICY

- H. “Evaluation Committee”: a committee for tenured, part-time, or full-time temporary bargaining unit members. The composition and selection of each Evaluation Committee is described in Sections 5.6-5.8.
- I. “Peer Evaluator”: any member of a Tenure Review or Evaluation Committee who conducts a Worksite Observation.
- J. “Evaluation Portfolio”: the information gathered when required as part of the evaluation process. It will include the Summary Report, Worksite Observation reports, Student Opinion Surveys, a Professional Activities form, a Self-Appraisal form and comments from the bargaining unit member (if any are submitted). The Evaluation Portfolio shall become part of the Personnel File.
- K. “Personnel File”: the formal, permanent file related to the person’s employment. This file is maintained and stored by the Office of Human Resources and will become the repository for each Evaluation Portfolio.
- L. “Written” in this document implies written in any medium, including in a digital document.
- M. “Signing” in this document means any signature. Digital signatures are acceptable with all evaluation documents.
- N. “Mentor” a bargaining unit member assigned to provide confidential mentoring support for another bargaining unit who is undergoing the evaluation process. The mentor is not directly involved with the evaluation.

### **5.4 TRAINING AND TOOLS FOR THE EVALUATION OF BARGAINING UNIT MEMBERS**

#### **5.4.1 EVALUATION PROCESS OVERSIGHT COMMITTEE (EPOC)**

All bargaining unit members and participants in the evaluation process are responsible for periodically reviewing the contents and intent of Article 5. To assist in understanding this article and to ensure correctness and consistency in all evaluations, the Evaluation Process Oversight Committee (EPOC) will develop peer evaluator training with input from the Academic Senate. This training will be conducted by EPOC for all new Tenure Review Committees. All other peer evaluators are required to complete peer evaluator training every three (3) years unless they have received that training in the previous three (3) years through a Tenure Review Committee. Mentors will also be trained by EPOC. Significant changes in evaluation processes may require off-cycle supplemental training. The Office of Instruction will track training and regularly notify bargaining unit members who are due for training. EPOC also plays a role in the tenure process and ensures appropriate and consistent procedures are followed by Tenure Committees as noted in Section 5.5.

EPOC is composed of the Vice President of Instruction, a District administrator appointed by the Superintendent/President, one bargaining unit member appointed by the Academic Senate, and one bargaining unit member appointed by the Shasta College Faculty Association. The Vice President of Instruction serves as the chair of EPOC. All EPOC members have full voting rights. The members appointed will serve four-year non-concurrent terms. No member will serve concurrently on a Tenure Review Committee. To the extent possible, every effort will be made to ensure a diverse EPOC membership (seeking whenever possible, for example, to have a membership that balances ethnicity, age/experience, gender, and approach to instruction/work).



## **5.4.2 STUDENT OPINION SURVEYS**

Student feedback will be collected through Student Opinion Surveys. The objective of student evaluation is to

- A. Determine student response to the fulfillment of the stated objectives;
- B. Provide feedback that the bargaining unit members and evaluators will use to maintain an effective and equitable program;
- C. Provide an official performance record for the bargaining unit member's confidential Evaluation Portfolio and Personnel File for use in the overall evaluation process.

Unique Student Opinion Surveys are approved for each faculty category (instructor, online instructor, counselor, librarian, athletic trainer, psychological counselor):

- Student Opinion Surveys athletic trainer (Appendix B-1-1)
- Student Opinion Surveys for counselor (Appendix B-1-2)
- Student Opinion Surveys for instructor (Appendix B-1-3)
- Student Opinion Surveys for librarian (Appendix B-1-4)
- Student Opinion Surveys for online instructor (Appendix B-1-5)
- Student Opinion Surveys for psychological counselor (Appendix B-1-6)

The Faculty Association and District shall rely primarily upon Academic Senate recommendations for development and revisions of Student Opinion Surveys.

The Research Office will distribute, collect, and compile the Student Opinion Surveys for the bargaining unit member being evaluated and will:

- A. Ensure the responses remain confidential and the procedures for gathering information are clear and consistently followed;
- B. Oversee the distribution and collection of Student Opinion Surveys for all classes taught by instructional bargaining unit members and to students who had appointments with or received services from non-instructional bargaining unit members;
- C. Summarize the Student Opinion Survey data, maintaining confidentiality;
- D. Submit electronic records of the Student Opinion Surveys and tabulated form results to the supervising administrator.
- E. Provide the Student Opinion Surveys with the tabulated results and written comments to the bargaining unit member once each term ends and all grades have been submitted, unless extenuating circumstances require additional time.

Every effort will be made by the Research Office to ensure every student has an opportunity to provide feedback and is encouraged to do so in a professional manner. There are a limited number of situations where the collection of Student Opinion Surveys may not be practicable. Examples include courses of less than six (6) weeks, special assignments for non-instructional unit members, or other cases where interaction with students is limited and surveying a representative sample is not possible. The collection of Student Opinion Surveys in these cases is at the discretion of the supervising administrator.

### 5.4.3 WORKSITE OBSERVATIONS

Peer feedback will be collected through formal Worksite Observations. The objective of the Worksite Observations is to provide those being evaluated with collegial feedback on the effectiveness of their worksite performance, as well as areas for improvement. Worksite Observations also will help Tenure Review and Evaluation Committees determine their recommendations.

Unique Worksite Observation Forms will be used for each faculty category:

- Worksite Observation Form for athletic trainer (Appendix B-2-1)
- Worksite Observation Form for counselor (Appendix B-2-2)
- Worksite Observation Form for in-person instructor (Appendix B-2-3)
- Worksite Observation Form for librarian (Appendix B-2-4)
- Worksite Observation Form for online instructor (Appendix B-2-5)
- Worksite Observation Form for psychological counselor (Appendix B-2-6)

Each unique Worksite Observation Form will use the guidelines developed by the Academic Senate. If the Senate revises the guidelines, the Observation Form must be revised accordingly. The Faculty Association and District shall rely primarily upon Academic Senate recommendations for development and revisions of Worksite Observation forms.

This is the process for completing a Worksite Observation:

- A. The peer evaluator will schedule and hold a pre-observation meeting between the peer evaluator and the bargaining unit member being observed. This meeting may take place in person, by phone, or via email exchange. The person being observed may provide a lesson plan, an overview of what course objectives or student learning outcomes they are trying to achieve in the worksite observed, and/or other handouts in advance of the observation. In the case of an online observation, the bargaining unit member being observed may provide an overview of the course design.
- B. It is strongly recommended that worksite observations for full-term instructional assignments take place between Weeks 4-8 of the term and may take place as late as Week 10. Timelines for observations of short-term instructional assignments will be adjusted to coincide with the middle portion of the assignment. Non-instructional worksite observations may take place outside of this timeframe so long as they do not disrupt the overall evaluation process. In the event a timeline cannot be respected, a TRC or Evaluation Committee may request an extension from the appropriate vice president.
- C. The peer evaluator will conduct a Worksite Observation of at least 30-75 minutes in length. Online observations should not exceed 120 minutes. The peer evaluator is encouraged to draft and refine the written observation over several days.
- D. The peer evaluator will schedule and hold a post-observation and signing conference between the evaluator and the bargaining unit member being observed. This conference may take place in person, by phone, or via email exchange. The conference must take place within seven (7) business days of the observation taking place. If the conference is not held within seven (7) working days of the observation, a new observation shall be conducted. During the conference,

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1. The bargaining unit member being observed will read the observation report and may provide verbal and written responses. The peer evaluator and bargaining unit member may mutually agree to make changes to the Worksite Observation before the peer evaluator finalizes it.
  2. Specific suggestions for meaningful and constructive improvement of worksite performance should be included in the report.
  3. Upon conclusion of the conference, the observation report shall be signed both by the bargaining unit member and the peer evaluator. Signing the report does not necessarily indicate that the evaluated unit member agrees with the report, but only that they have received and read the report. The bargaining unit member shall have the opportunity to present their own comments in writing within ten (10) business days on the substance of the report. Any comments will be attached to the evaluation portfolio.
  4. The bargaining unit member will receive a copy of the signed report.
- E. After the conference, the peer evaluator will submit the signed observation report in a confidential manner to the Committee Chair for inclusion in the evaluation portfolio. It will then be placed in the Personnel File.

The following principles apply to Worksite Observations:

- A. All Worksite Observations should provide formative feedback to help the bargaining unit member being observed to identify strengths and weaknesses of worksite performance.
- B. The peer evaluator's conclusions should be based on the full context of the total observation.
- C. Judgments of performance from the peer evaluator should refer to what is observed during the Worksite Observation.
- D. Peer evaluators should resist the urge to compare the methods of the person being evaluated with their own methods; peer evaluators must recognize that the person being evaluated may have a different, yet effective teaching style and philosophy of education.

All evaluation-related meetings will be scheduled with consideration for all participants' schedules and needs.

### **5.4.4 SELF-APPRAISAL FORM**

The purpose of the Self-Appraisal is to allow bargaining unit members to reflect upon and describe their goals, strengths, and areas for growth for consideration by the Tenure Review or Evaluation Committee. Evaluators may regard an honest Self-Appraisal as an opportunity to provide constructive feedback and support. The Self-Appraisal may not be cited on the Summary Report as evidence of a failure to achieve an evaluation goal.

All bargaining unit members completing a Self-Appraisal will use the approved Self-Appraisal Form. The Self-Appraisal Forms are as follows:

- Self-Appraisal Form for instructional faculty (Appendix B-3-1)
- Self-Appraisal Form for non-instructional faculty (Appendix B-3-2)
- Self-Appraisal Form for tenured instructional faculty (Appendix B-3-3)

## ARTICLE 5.0 – EVALUATION POLICY

The Self-Appraisal Form must be submitted to the Committee Chair prior to the preparation of the Summary Report. The Faculty Association and District shall rely primarily upon Academic Senate recommendations for development and revisions of Self-Appraisal forms.

For all bargaining unit members, the Self-Appraisal will be completed only in the semester that the evaluation takes place. For part-time bargaining unit members, it will be optional.

### **5.4.5 PROFESSIONAL ACTIVITIES FORM**

The purpose of the Professional Activities Form is for full-time bargaining unit members to demonstrate how they meet the contractually-related activities as indicated in Article 2.1.5, 2.1.6, and other sections of the collective bargaining agreement. Bargaining unit members are encouraged to regularly track professional development activities, committee service, conference attendance, and other activities that can help to form a complete picture of the faculty member's ongoing commitment to a continued high level of professional competence.

The Professional Activities Form must be submitted to the Committee Chair prior to the preparation of the Summary Report.

The Professional Activities Forms are as follows:

- Professional Activities Form for full-time instructional faculty (Appendix B-4-1)
- Professional Activities Form for full-time non-instructional faculty (Appendix B-4-2)

The Faculty Association and District shall rely primarily upon Academic Senate recommendations for development and revisions of Professional Activities forms.

### **5.4.6 SUMMARY REPORTS**

The Summary Report will summarize the findings of the Tenure Review or Evaluation Committee. Unique Summary Report Forms will be used for each evaluation:

- Summary Report Form for probationary instructional faculty (Appendix B-5-1)
- Summary Report Form for probationary non-instructional faculty (Appendix B-5-2)
- Summary Report Form for tenured instructional faculty (Appendix B-5-3)
- Summary Report Form for tenured non-instructional faculty (Appendix B-5-4)
- Summary Report Form for part-time instructional faculty (Appendix B-5-5)
- Summary Report Form for part-time non-instructional faculty (Appendix B-5-6)
- Summary Report Form for full-time temporary instructional faculty (Appendix B-5-7)
- Summary Report Form for full-time temporary non-instructional faculty (Appendix B-5-8)

The Summary Report Forms establish the full criteria for evaluation for bargaining unit members. It will summarize findings from the Worksite Observations, Student Opinion Surveys, Professional Activities Form (where applicable), and direct observations of Tenure Review or Evaluation Committee members. Other information may be included as per Section 5.4.8.

The Faculty Association and District shall rely primarily upon Academic Senate recommendations for development and revisions of Self-Appraisal forms.

Summary Report Forms will be completed in accordance with the following timelines:

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- 1 A. Probationary faculty: The Summary Report will be completed at the end of the fall term  
2 for each fall term of the tenure process. The TRC may opt to conduct Worksite  
3 Observations in spring.  
4
- 5 B. Tenured faculty: The Summary Report will be completed at the end of the term in which  
6 the evaluation takes place (fall or spring). Tenured faculty will be evaluated at least  
7 every three (3) years following receipt of tenured status. A Committee Chair completing  
8 multiple Summary Reports for tenured faculty may mutually agree with the tenured  
9 bargaining unit member to complete their 3-year evaluations in either the fall or spring  
10 semester of an academic year.  
11
- 12 C. Part-time faculty: The Summary Report will be completed at the end of the term in which  
13 the evaluation takes place (fall or spring). Part-time faculty will be evaluated within the  
14 first two semesters of service to the District, once again within the next two semesters of  
15 service, and at least every six (6) semesters of service thereafter.  
16
- 17 D. Full-time temporary faculty: The Summary Report will be completed at the end of each  
18 fall term for the first two years of service to the District. The Evaluation Committee may  
19 opt to conduct Worksite Observations in spring in the first two years. After this initial  
20 evaluation period, the Summary Report will then be completed at least every three (3)  
21 years thereafter.  
22

23 Tenure Review and Evaluation Committees must have input on the final draft of all Summary  
24 Reports. However, the Committee Chair may draft the Summary Report, or the Summary  
25 Report may be drafted by the Tenure Review or Evaluation Committee.  
26

27 The Committee Chair will review the Summary Report with the bargaining unit member being  
28 evaluated as specified below. The bargaining unit member shall have the opportunity to present  
29 their own comments in writing within ten (10) business days on the substance of the Report.  
30 Any comments will be attached to the Evaluation Portfolio for eventual placement in the  
31 Personnel File. Signing the Report does not necessarily indicate that the evaluated unit member  
32 agrees with the Report, but only that they have received and read the Report. The bargaining  
33 unit member will receive a copy of the signed Report.  
34

35 In the event the bargaining unit member refuses to sign or is negligent in signing the Summary  
36 Report (for example, not acknowledging it was reviewed), the Committee Chair will document  
37 this and include the documentation in the Evaluation Portfolio. The bargaining unit member will  
38 receive a copy of the Report along with documentation that attempts were made to acquire a  
39 signature.  
40

41 Evaluation-related meetings will be scheduled with consideration for all participants' schedules  
42 and needs.  
43

### 44 **5.4.7 PERFORMANCE IMPROVEMENT PLAN**

45  
46 The primary purpose of the Performance Improvement Plan is to provide guidance for the  
47 bargaining unit member to improve in a given area or areas.  
48

#### 49 *Performance Improvement Plans for Part-Time Bargaining Unit Members:*

50  
51 In the case of part-time bargaining unit members, if areas for improvement are identified in  
52 the course of an evaluation, a Performance Improvement Plan may be developed as per  
53 Sections 16.3 and 5.7.7 and will use the Part-Time Faculty Performance Improvement Plan  
54 (Appendix B-6-1).

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### *Performance Improvement Plans for Full-Time Bargaining Unit Members:*

In the case of full-time bargaining unit members, if areas for improvement are identified in the course of an evaluation, a Performance Improvement Plan may be developed and will use the Performance Improvement Plan Form (Appendix B-6-2).

Typically, the Performance Improvement Plan will be reviewed at the beginning of the next term and then assessed at the end of that term, but other timelines are possible depending on the exact nature of the area(s) for improvement. The Performance Improvement Plan is considered an off-cycle evaluation. Additional Student Opinion Surveys may be issued as part of the Plan, and additional Worksite Observations may be scheduled. When the Performance Improvement Plan is assessed, typically at the end of the next term, one of three outcomes will occur:

- A. It will be determined that the full-time bargaining unit member meets the desired outcomes and the Performance Improvement Plan will be considered completed.
- B. It will be determined that the full-time bargaining unit member does not meet and needs more time to meet the desired outcomes. A follow-up Performance Improvement Plan will be developed using the Performance Improvement Plan Form, and it will be assessed, typically at the end of next term. Additional findings that emerge in the course of assessing any Performance Improvement Plan may be appended to any Performance Improvement Plan and may lead to a follow-up Performance Improvement Plan.
- C. In the case of tenured bargaining unit members, if the outcomes of the Performance Improvement Plan have not been met after the assessment of three (3) consecutive Performance Improvement Plans, the full-time bargaining unit member may be subject to disciplinary action. Whenever a Performance Improvement Plan is determined necessary for a tenured bargaining unit member, a Faculty Association representative must be brought in to the evaluation meeting.

The bargaining unit member shall have the opportunity to present their own comments in writing within ten (10) business days on the substance of the Plan or any follow up reports to the Plan. Any comments will be attached to the Evaluation Portfolio for eventual placement in the Personnel File. Signing the Plan or any follow up reports on the Plan does not necessarily indicate that the evaluated unit member agrees with the Plan or any follow up reports on the Plan, but only that they have received and read the Plan. The bargaining unit member will receive a copy of the signed Plan or any follow up reports on the Plan.

### **5.4.8 OTHER INFORMATION**

The Committee Chair must observe the following guidelines regarding the use and content of Summary Reports and other data gathered as part of the evaluation:

- A. A summary of data collected which adversely affects bargaining unit members being evaluated must be provided to the unit members so they may address the issue(s).
- B. Supervising administrators may use data and information obtained from any individual with direct knowledge of the bargaining unit member's conduct and performance, but the individual must give written permission for the administrator to use the data and information in the evaluation process. This does not apply to

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District employees responsible for conducting evaluations of the bargaining unit member.

C. To be considered valid and used in an evaluation, a written complaint regarding a bargaining unit member must meet the following criteria:

1. The complaint or criticism must be signed as a complaint or criticism by the originating source;
2. The bargaining unit member must be given an opportunity to provide a written response to the complaint.

The member will have ten (10) business days to present their comments on the complaint. Any comments will be attached to the Evaluation Portfolio for eventual placement in the Personnel File.

The bargaining unit member must give written permission for the use of audio and video recording devices to collect information for the evaluation and Summary Report. Written permission is not required in an announced Worksite Observation if the faculty member is using teaching materials derived from audio and video recordings as part of the worksite being observed. Examples include, but are not limited to, formal recorded mini-lectures embedded in an online course, Zoom sessions recorded and posted online for student viewing, or visual or sound clips used in a face-to-face class.

### 5.5 PROBATIONARY FACULTY EVALUATION PROCEDURES

Probationary faculty are bargaining unit members commonly referred to as "tenure-track faculty" or sometimes "contract faculty" at Shasta College.

This is an approximate annual evaluation timeline for probationary bargaining unit members:

<b>Fall Semester</b>	<b>Tasks:</b>
<i>Prior spring and/or early fall:</i>	Tenure Review Committee (TRC) formed; approved by Academic Senate before observations begin. Mentor assigned
<i>Weeks 1-3:</i>	1 <sup>st</sup> TRC meeting held. Student Opinion Surveys ordered
<i>Weeks 4-8:</i>	Worksite observations typically conducted for instructional assignments (may be done as late as Week 10). Observations of non-instructional assignments may be conducted outside this timeframe so long as they do not disrupt the other timelines in this process.
<i>Week 12:</i>	Student Opinion Surveys provided to TRC chair. Self-Appraisal and Professional Activities Forms due to TRC chair
<i>Weeks 12-14:</i>	2 <sup>nd</sup> TRC meeting held and Evaluation Portfolio finalized
<i>Week 15:</i>	Evaluation Portfolio due to Office of Instruction
<i>Weeks 16 ff.:</i>	EPOC reviews Evaluation Portfolios
<i>Winter Break</i>	Student Opinion Surveys provided to probationary unit member
<b>Spring Semester</b>	<b>Tasks:</b>
<i>Weeks 1-3:</i>	Student Opinion Surveys ordered. EPOC continues review of Evaluation Portfolios, provides feedback to TRCs. Jan. 31 last date for EPOC to receive revised Evaluation Portfolios
<i>Weeks 4-8:</i>	Worksite observations conducted (if TRC opts to)

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<i>Week 12:</i>	Student Opinion Surveys provided to TRC chair; these will be reviewed at the next fall's TRC meetings
<i>All spring</i>	Probationary unit member will confer with TRC, mentor, or others on issues related to worksite performance
<i>Summer Break</i>	Student Opinion Surveys provided to probationary unit member

The TRC will make recommendations in fall of Years 1, 2, and 4 as detailed in Article 5.5.8.

EPOC has the following deadlines:

<i>Jan. 31</i>	Final deadline to receive Evaluation Portfolios not previously received in Week 15 fall semester
<i>Mar. 15</i>	Deadline for Board decision on contract recommendations

### 5.5.1 Formation of the Tenure Review Committee (TRC)

Typically, the supervising administrator will serve as the Committee Chair for evaluations of probationary bargaining unit members. The Tenure Review Committee (TRC) Chair will select the TRC three (3) tenured faculty members in consultation with those who served on the initial hiring committee. The TRC should include at least one subject matter expert and, whenever possible, be formed so as to provide the bargaining unit member with a variety of perspectives on their work performance.

The TRC must be confirmed by the Academic Senate. A new TRC must receive new TRC training from EPOC before conducting any Worksite Observations. This training will take place before the first fall evaluation, but EPOC may require additional training once the tenure process has begun.

If any member of the TRC fails to fulfill their obligations in a professional manner, the Chair may replace the member on the TRC. Any changes to a TRC must also be confirmed by the Academic Senate. If the need arises to replace a peer evaluator, the Chair will verify the peer evaluator has completed the required training within the previous three (3) years. If not, the peer evaluator must complete the training prior to conducting a Worksite Observation.

To prepare for cases of temporary, emergency absences on the TRC, the Academic Senate will identify and confirm three (3) alternate peer evaluators each year. If needed, any of the alternates may be assigned by the appropriate vice president to complete one observation on a TRC in place of an approved TRC member. The alternate would complete a worksite observation but otherwise give no input on the final Summary Report. An alternate peer evaluator may only be used in case of a verified emergency (for example, a medical emergency) that requires the TRC member's temporary absence. Should the emergency last beyond one semester, a permanent replacement must be identified by the Committee Chair and confirmed by the Academic Senate.

### 5.5.2 Mentor

Probationary bargaining unit members will be assigned a mentor by the Committee Chair in the first year of service. Efforts will be made by the committee chair to consider diversity, equity, and inclusion (for example, ethnicity, age/experience, gender, and approach to instruction/work) when assigning a mentor. A mentor may not be a member of the TRC. First-year mentors must be approved by the Academic Senate and must be a bargaining unit member who has been a full-time bargaining unit member in the District for at least



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three (3) years but does not have to be from the same discipline as the probationary unit member. A mentor may find cause to resign during the first year appointment. This resignation will be accepted without question and the replacement must be approved by the Academic Senate and meet the criteria above for being a mentor. A mentor may be assigned thereafter when requested by either the TRC, EPOC, or the appropriate vice president. Mentors shall meet with their mentees for up to one hour per week during the semester. Meetings will ideally take place in person but may take place by phone or videoconferencing technology.

### **5.5.3 First TRC meeting**

The TRC must meet at the beginning of each fall semester of the evaluation process prior to conducting any observations. Prior to or at the beginning of each fall semester, the Committee Chair will schedule the first meeting.

Instructional probationary bargaining unit members will provide each TRC member with all syllabi prior to the first meeting. At any time during the evaluation process, the Committee may also request assignments, exams, or other course materials, including examples of graded work, to evaluate the integrity of the course and validate evaluation conclusions.

At the first meeting of each semester, the TRC will meet without the probationary unit member to organize the semester's work. They will review the semester evaluation process, timelines, prior semesters' performance, and set goals and objectives for the Committee. The Committee Chair may provide copies of the probationary unit member's previous evaluation (if one exists) to the Committee members. TRC members for instructional unit members may also review the unit member's syllabi and any other requested materials.

The TRC will then ask the probationary bargaining unit member to join the first meeting. The TRC will discuss the procedures and timelines for the evaluation with the probationary bargaining unit member, review any outstanding concerns, and, whenever possible, set the Worksite Observation dates.

At each meeting, the bargaining unit member will be directed to their procedural rights, the Self-Appraisal Form, and the Professional Activities Form. They will also be asked to review Article 5.

### **5.5.4 Ordering the Student Opinion Surveys**

Student Opinion Surveys will be ordered by the Chair from the Research Office.

For instructional faculty, the Chair will provide the Research Office with instructor names, section numbers, start dates, and modalities for all courses scheduled in the year in which the evaluation will take place. For non-instructional faculty, the Chair will provide the Research Office with the name and faculty type (i.e., counselor, athletic trainer, psychological counselor, librarian) to be surveyed. The Research Office will administer the appropriate student opinion survey between Weeks 10 and 12 of the terms in which the evaluation takes place. Survey results from both the fall and previous spring semester (if they exist) will be made available to the Chair by Week 14 of the fall semester.

The Summary Report completed each fall will include feedback on Student Opinion Surveys from that fall and the preceding spring term.

**5.5.5 Completion of the Self-Appraisal and Professional Activities Forms**

By Week 12 of the fall semester, the bargaining unit member will submit a completed Self-Appraisal Form and a completed Professional Activities Form to the Committee Chair. Both forms should include activities the unit member was involved in since the previous fall semester of service to the District.

**5.5.6 Worksite Observations**

Each member of the Evaluation Committee will complete at least one Worksite Observation in accordance with Section 5.4.3 and complete the appropriate Worksite Observation Form. Additional observations may be conducted at the discretion of the Evaluation Committee. Whenever possible:

- A. Evaluators will observe different class sections, courses, or worksite situations;
- B. Worksite observations will typically be conducted for instructional assignments in Weeks 4-8 (and they may be performed as late as Week 10). Observations of non-instructional assignments may be conducted outside this timeframe, so long as they do not disrupt the other timelines in this process;
- C. Observations by the peer evaluators will be conducted in different weeks.

Worksite Observations may, at the discretion of the TRC or the recommendation of EPOC, be recommended for the spring semester. If these are completed, the Committee will incorporate them into the fall evaluation of the following academic year.

**5.5.7 Drafting of the Summary Report and Second TRC meeting**

The TRC will review the Student Opinion Surveys (spring and fall), Self-Appraisal Form, Professional Activities Form, and Worksite Observations in preparation for the Summary Report. The TRC must have input on the final draft of all Summary Reports. Either the Committee Chair or the TRC may draft the initial Summary Report.

The Report will be based on observable results as evidenced in the observations, student evaluations, and procedural and professional responsibilities as detailed in the appropriate Summary Report Form. The Committee Chair will then schedule an evaluation review meeting with the probationary bargaining unit member. This meeting must take place at the end of the fall semester in which the evaluation takes place. The TRC should be present for the meeting, but the meeting may proceed if one Committee member is unable to attend.

The Report will be signed by the probationary bargaining unit member and all TRC members. The bargaining unit member shall have the opportunity to present their own comments in writing within ten (10) business days of receiving any written Report on the substance of the Report. Any comments received will be attached to the Evaluation Portfolio for eventual inclusion in the Personnel File. Signing the Report does not necessarily indicate that the evaluated bargaining unit member agrees with the Report, but only that they have received and read the Report. The probationary bargaining unit member will receive a copy of the signed Report.

The TRC is not required to meet in the spring term. As noted above, Student Opinion Surveys will be issued, and the TRC may opt to conduct observations in the spring term. The probationary bargaining unit member is encouraged to use the spring term for professional development activities, which could include discussions with the mentor or TRC

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members on pedagogy or areas for growth as identified in the evaluation or the Self-Appraisal.

### **5.5.8 Recommendation of the TRC**

The TRC will present its recommendation to the Evaluation Process Oversight Committee (EPOC) typically by Week 15 of the fall semester and no later than January 31 of the last academic year covered by the probationary unit member's current contract.

For probationary bargaining unit members working under their first full-year contract, the TRC shall elect one of the following alternatives:

A. Not enter into a contract for the following academic year.

B. Enter into a contract for the following academic year.

For probationary bargaining unit members working under their second contract, the TRC shall elect one of the following alternatives:

A. Not enter into a contract for the following academic year.

B. Enter into a contract for the following two academic years.

For probationary bargaining unit members working under their third consecutive contract entered into pursuant to Education Code Section 87608.5, the TRC shall elect one of the following alternatives:

A. Employ the probationary employee as a tenured employee for all subsequent academic years.

B. Not employ the probationary employee as a tenured employee.

Every effort should be made to reach a consensus. If the TRC cannot reach consensus, the TRC may forward separate recommendations (majority/minority or split decision) to the Evaluation Process Oversight Committee (EPOC), with each member reflecting their written opinions when signing the Summary Report. If separate recommendations are submitted, each will include a rationale for the recommendation.

### **5.5.9 Action by the Evaluation Process Oversight Committee (EPOC)**

EPOC is responsible for reviewing the evaluation portfolios and recommendations provided by individual TRCs to ensure appropriate and consistent procedures have been followed by the TRC. EPOC's role and composition are described in Section 5.4.1.

EPOC will review the documentation submitted by the TRC following completion of the fall semester Summary Report. Review of the reports may include, but not be limited to, the following:

A. Were conclusions based on observations?

B. Do suggestions take into account the wide range of current acceptable educational practices?

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C. Was the evaluation process for this bargaining unit member consistent with the processes established in Article 5?

D. Were student outcomes considered?

For probationary unit members working under their first, second, or third contract as defined by Education Code Sections 87608-87609, EPOC will review whether each TRC followed the evaluation procedures. It may take the following actions:

- A. Return the recommendation to the TRC with suggestions for further action, such as clarifications or minor revisions.
- B. Schedule additional meetings between the Chairs of EPOC and the TRC, EPOC and the TRC, individual members of the TRC, and/or the probationary bargaining unit member to discuss any concerns found during the evaluation process.
- C. Request revisions or modifications of the TRC Committee's recommendation or procedures. This may require TRC meetings beyond the second TRC meeting.

EPOC shall forward a written report to the Superintendent/President in time for placement on a Governing Board's agenda for a meeting that shall take place no later than March 15. The written report will indicate each TRC's recommendation and whether EPOC supports the recommendations.

### **5.5.10 Superintendent/President's recommendation and Governing Board action**

The Superintendent/President and Governing Board shall take the actions required by Education Code Sections 87607-87610, on or before March 15 of the appropriate academic year.

Before making a decision relating to the continued employment of a probationary unit member, the Governing Board will receive the written recommendations of the Superintendent/President, the TRC, and EPOC's report.

### **5.5.11 Appeal to EPOC**

If a probationary bargaining unit member feels their TRC is biased or that policies, guidelines, and/or timelines are not being adhered to, the employee may appeal the Committee's process and findings to EPOC in writing. EPOC will review the information, determine whether the TRC has followed established procedures, determine whether there appears to be inappropriate bias against the probationary unit member, and issue a formal response to the probationary unit member. Appeal to EPOC shall not be used to delay or prolong any timelines of Education Code Section 87610.1. If EPOC believes the appeal is intended to prolong the timelines, it will issue its recommendation to the Superintendent/President as described in Section 5.5.9.

### **5.5.12 Appeal to arbitration**

The probationary unit member may appeal EPOC's determination through the grievance procedures as stated in Article 10. The content of evaluations is not subject to the grievance procedure set forth in Article 10.

**5.5.13 Break in service**

No credit shall be given towards completing the probationary years of service for periods of separation from the service of the District including, but not limited to layoff status, unpaid leaves, and suspension without pay as a result of disciplinary action.

**5.5.14 Subsequent actions**

Upon completion of EPOC's review, the entire Evaluation Portfolio, including comments from the bargaining unit member (if any are submitted), will be submitted to the Office of Human Resources for inclusion in the bargaining unit member's Personnel File.

**5.6 TENURED FACULTY EVALUATION PROCEDURES**

Tenured faculty are bargaining unit members commonly referred to as a "regular" or "permanent" faculty at Shasta College. All tenured bargaining unit members will be evaluated at least once every three (3) years, as per Article 5.4.6 and Education Code Section 87663.

This is an approximate timeline for tenured bargaining unit members:

<b>Fall or Spring Semester</b>	<b>Tasks:</b>
<i>Weeks 1-3:</i>	Tenured bargaining unit member and Chair discuss process and timeline for the evaluation. Student Opinion Surveys ordered. Evaluation Committee formed
<i>Weeks 4-8:</i>	Worksite observations typically conducted for instructional assignments (may be done as late as Week 10). Observations of non-instructional assignments may be conducted outside this timeframe so long as they do not disrupt the other timelines in this process.
<i>Week 12:</i>	Student Opinion Surveys provided to Chair
<i>Week 14:</i>	Self-Appraisal and Professional Activities Forms due to Chair
<i>Weeks 15-17:</i>	Summary Report review meeting held and Evaluation Portfolio finalized (may be done in first 3 weeks of next semester)
<i>Winter or Summer Break:</i>	Evaluation Portfolio due to Office of Instruction. Student Opinion Surveys provided to unit member

**5.6.1 Preparing for the evaluation**

Typically, the supervising administrator will serve as the Committee Chair for evaluations of tenured bargaining unit members. The Chair will contact the tenured bargaining unit member in spring of the year prior to the year when the evaluation will take place. The Chair will notify the bargaining unit member that they are due for evaluation in the coming year:

- A. They will mutually agree on whether the evaluation will occur in the fall or the spring. Consideration will be given to the Chair's overall evaluation load in the coming year.
- B. The bargaining unit member will be invited to identify a full-time faculty peer evaluator to participate in the evaluation and conduct a Worksite Observation. The peer evaluator may not be someone who evaluated the bargaining unit member in the previous three (3) years, or who has been evaluated by the bargaining unit member in this period of time. In the spirit of continuous improvement, bargaining unit members are encouraged

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to identify a peer evaluator who will provide fresh insights into their instruction. In support of the college's effort to promote a diverse and inclusive learning environment, bargaining unit members are encouraged to consider diversity, equity, and inclusion (for example, ethnicity, age/experience, gender, and approach to instruction/work) in choosing a peer evaluator.

- C. The bargaining unit member will be directed to their procedural rights and the Self-Appraisal and Professional Activities Forms. They will be asked to review Article 5.

### **5.6.2 Ordering the Student Opinion Surveys**

Student Opinion Surveys will be ordered by the Chair from the Research Office.

For instructional faculty, the Chair will provide the Research Office with instructor names, section numbers, start dates, and modalities for all courses scheduled for the semester in which the evaluation will take place. For non-instructional faculty, the Chair will provide the Research Office with the name and faculty type (i.e., counselor, athletic trainer, psychological counselor, librarian) to be surveyed. The Research Office will administer the appropriate student opinion survey between Weeks 10 and 12 of the term in which the evaluation takes place. Survey results will be made available to the Chair by Week 14 of the semester.

### **5.6.3 Formation of the Evaluation Committee**

By Week 3 of the term in which the evaluation takes place, the Chair will finalize the Committee. If the Chair and the bargaining unit member do not reach mutual agreement on the peer evaluator identified by the bargaining unit member to do their Worksite Observation, the appropriate vice president and a Faculty Association representative will select the peer evaluator. If the bargaining unit member has failed to or opts not to identify a peer evaluator, the Chair will select a peer evaluator who has not evaluated the bargaining unit member in the previous three years or been evaluated by the bargaining unit member in this period of time. Once the Committee has been finalized, the Chair will verify the peer evaluator has completed the required training within the previous three (3) years. If not, the peer evaluator must complete the training prior to conducting a Worksite Observation.

### **5.6.4 Completion of the Self-Appraisal and Professional Activities Forms**

By Week 14 of the semester, the bargaining unit member will submit a completed Self-Appraisal Form and a completed Professional Activities Form to the Committee Chair. The Professional Activities Form should include activities the unit member was involved in since their last evaluation.

### **5.6.5 Worksite Observations**

Both members of the Evaluation Committee will complete at least one Worksite Observation in accordance with Section 5.4.3 and complete the appropriate Worksite Observation Form. Additional observations may be conducted at the discretion of the Evaluation Committee members.

Whenever possible,

- A. Evaluators will observe different class sections, courses, or worksite situations;
- B. Worksite observations will typically be conducted for instructional assignments in Weeks 4-8 (and they may be performed as late as Week 10). Observations of non-

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instructional assignments may be conducted outside this timeframe so long as they do not disrupt the other timelines in this process.

- C. Observations by the Committee Chair and peer evaluator will be conducted in different weeks.

### **5.6.6 Summary Report and evaluation review meeting**

The Committee Chair will review the Student Opinion Surveys, Self-Appraisal Form, Professional Activities Form, and Worksite Observations and will draft the Summary Report. The Report will be based upon observable results as evidenced in the observations, student evaluations, and procedural and professional responsibilities as detailed in the appropriate Summary Report Form. The Committee Chair will then schedule an evaluation review meeting with the tenured bargaining unit member being evaluated. This meeting may take place at the end of the semester in which the evaluation takes place or within the first three weeks of the following semester. The bargaining unit member may request that the peer evaluator be present for the meeting.

The Report will be signed both by the regular bargaining unit member and the Committee Chair. The bargaining unit member shall have the opportunity to present their own comments in writing within ten (10) business days of receiving the written Report on the substance of the Report. Any comments received will be attached to the Evaluation Portfolio for eventual placement in the Personnel File. Signing the Report does not necessarily indicate that the evaluated bargaining unit member agrees with the Report, but only that they have received and read the Report. The tenured bargaining unit member will receive a copy of the signed Report.

### **5.6.7 Subsequent actions**

The entire Evaluation Portfolio, including comments from the bargaining unit member (if any are submitted), will be submitted to the appropriate vice president for review. The vice president may provide additional feedback to either the bargaining unit member or the Committee Chair. The vice president will submit the entire Evaluation Portfolio to the Office of Human Resources for inclusion in the bargaining unit member's Personnel File.

In the event it is determined the unit member is required to improve performance, the Committee Chair will develop a Performance Improvement Plan following the guidelines in Section 5.4.7.

In the event serious deficiencies remain after three (3) semesters and documented attempts have been made to resolve these deficiencies, tenured bargaining unit members will be subject to disciplinary action primarily upon the grounds described in Education Code Section 87732, but only through the processes described in the Education Code or other legal provisions.

Formal legal appeal to the disciplinary action is available to tenured bargaining unit members through Education Code Sections 87673-87683 and other sections of the Education Code.

## **5.7 PART-TIME FACULTY EVALUATION PROCEDURES**

Part-time bargaining unit members will be evaluated within the first two semesters of service to the District, once again within the next two semesters of service, and at least every six (6) semesters of service thereafter.

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This is an approximate timeline for part-time bargaining unit members:

<b>Fall or Spring Semester of first two semesters of service</b>	<b>Tasks:</b>
<i>Weeks 1-3:</i>	Chair notifies part-time bargaining unit member of evaluation timelines. Student Opinion Surveys ordered. Evaluation Committee formed
<i>Weeks 4-8:</i>	Worksite observations typically conducted for instructional assignments (may be done as late as Week 10). Observations of non-instructional assignments may be conducted outside this timeframe so long as they do not disrupt the other timelines in this process.
<i>Week 12:</i>	Student Opinion Surveys provided to Chair
<i>Week 14:</i>	(Optional) Self-Appraisal Form due to Chair
<i>Weeks 15-17:</i>	Summary Report review discussion held and Evaluation Portfolio finalized (may be done in first 3 weeks of next semester)
<i>Winter or Summer Break:</i>	Evaluation Portfolio due to Office of Instruction. Student Opinion Surveys provided to probationary unit member
<b>Fall or Spring Semester of next two semesters of service</b>	<b>Tasks:</b>
<i>See above</i>	Same process followed as above for second evaluation
<b>Subsequent Evaluations</b>	<b>Tasks:</b>
<i>Every six semesters</i>	One evaluation will take place every six semesters beyond the first evaluation sequence

### 5.7.1 Preparing for the evaluation and formation of the Evaluation Committee

The supervising administrator or designee will serve as the Committee Chair for evaluations of part-time bargaining unit members. The Chair will contact the part-time bargaining unit member within the first four weeks of the term when the evaluation will take place. The Chair will notify the bargaining unit member that they are due for evaluation that term:

- A. The bargaining unit member will be asked to review Article 5.7 and the Committee Chair will answer any questions about it.
- B. The bargaining unit member will be provided with their procedural rights and given a preliminary timeline of the evaluation.
- C. The bargaining unit member will also be given the opportunity to complete a Self-Appraisal Form, which is optional for part-time bargaining unit members.

The Evaluation Committee will include one peer evaluator selected by the Committee Chair. If the unit member has legitimate concerns about the selected peer evaluator's ability to conduct an unbiased evaluation, they may submit a written request for review to the appropriate vice president within three (3) business days of being notified by the Committee Chair. The vice



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president will review the unit member's concerns and either confirm the selected peer evaluator or appoint a different peer evaluator, in consultation with the Faculty Association leadership.

The peer evaluator shall be a full-time member of the Shasta College faculty. The peer evaluator must have undergone at least one evaluation cycle before they can participate as an evaluator. Once the peer evaluator has been identified, the Chair will verify the peer evaluator has completed the required training within the previous three (3) years. If not, the peer evaluator must complete the training prior to conducting a Worksite Observation.

### **5.7.2 Part-time faculty mentor**

A new part-time bargaining unit member may request a mentor or the supervising administrator may assign a mentor to a new part-time unit member to facilitate the transition of the new member into the culture, mission, and procedures of Shasta College (as per Section 2.1.7). At any time after the first semester of employment, a faculty mentor may be assigned at the request of the part-time bargaining unit member or if the unit member and supervising administrator mutually agree that a mentor would be valuable. The mentor must be a bargaining unit member who is tenured or in the last year of the tenure process.

### **5.7.3 Ordering the Student Opinion Surveys**

Student Opinion Surveys will be ordered by the Chair from the Research Office.

For instructional faculty, the Chair will provide the Research Office with instructor names, section numbers, start dates, and modalities for all courses scheduled for the semester in which the evaluation will take place. For non-instructional faculty, the Chair will provide the Research Office with the name and faculty type (i.e., counselor, athletic trainer, psychological counselor, librarian) to be surveyed. The Research Office will administer the appropriate student opinion survey between Weeks 10 and 12 of the term in which the evaluation takes place. Survey results will be made available to the Chair by Week 14 of the semester.

### **5.7.4 Completion of the Self-Appraisal**

By Week 14 of the semester, the part-time bargaining unit member has the option to submit a completed Self-Appraisal Form to the Committee Chair. The Self-Appraisal for part-time bargaining unit members should include professional development activities the unit member was involved in since the time of their last evaluation.

### **5.7.5 Worksite Observations**

The faculty peer evaluator will complete at least one Worksite Observation in accordance with Section 5.4.3 and complete the appropriate Worksite Observation Form. Additional observations by the faculty peer evaluator or the Committee Chair may be conducted at the discretion of the Evaluation Committee members.

Whenever possible,

- A. Evaluators will observe different class sections, courses, or worksite situations;
- B. Worksite observations will typically be conducted for instructional assignments, in Weeks 4-8, and they may be performed as late as Week 10. Observations of non-instructional assignments may be conducted outside this timeframe so long as they do not disrupt the other timelines in this process.

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The part-time bargaining unit member being evaluated may request or the Committee Chair may require a second observation by a different peer evaluator. The Committee Chair shall select the second evaluator. The unit member may address any concerns with the selected evaluator following the procedure described in Section 5.7.1.

### **5.7.6 Summary Report and evaluation review meeting**

The Committee Chair will review the Student Opinion Surveys, Self-Appraisal (if one was submitted), and Worksite Observations and will draft the Summary Report. The report will be based upon observable results as evidenced in the observations, student evaluations, and procedural and professional responsibilities as detailed in the appropriate Summary Report Form. The Committee Chair will then present the part-time bargaining unit member being evaluated with the draft Summary Report. When possible, this will occur at the end of the semester in which the evaluation takes place or within the first three weeks of the following semester. Either the Committee Chair or the part-time bargaining unit member may request to meet to review the Summary Report.

The Report will be signed both by the regular bargaining unit member and the Committee Chair. The part-time bargaining unit member shall have the opportunity to present their own comments in writing within ten (10) business days of receiving the written Report on the substance of the Report. Any comments received will be attached to the Evaluation Portfolio for eventual placement in the Personnel File. Signing the Report does not necessarily indicate that the evaluated bargaining unit member agrees with the Report, but only that they have received and read the Report. The part-time bargaining unit member will receive a copy of the signed Report.

### **5.7.7 Subsequent actions**

The entire Evaluation Portfolio, including comments from the bargaining unit member (if any are submitted), will be submitted to the appropriate vice president for review. The vice president may provide additional feedback to either the part-time bargaining unit member or the Committee Chair. The vice president will submit the entire Evaluation Portfolio to the Office of Human Resources for inclusion in the bargaining unit member's Personnel File.

A Summary Report which has identified areas as "needs improvement" or "does not meet" may require a Performance Improvement Plan as described in Section 16.3. In the event it is determined the unit member must complete a Performance Improvement Plan, the Committee Chair will develop a remediation plan following the guidelines. The Performance Improvement Plan should take place within two semesters of the initial evaluation, but may be extended based on the availability of courses and the member's availability to be assigned courses.

### **5.7.8 Classes less than six (6) weeks in length**

Classes less than six (6) weeks in length taught by part-time bargaining unit members are not subject to the evaluation procedures above, unless the course is regularly taught and the unit member has not otherwise been evaluated.

## **5.8 FULL-TIME TEMPORARY FACULTY EVALUATION PROCEDURES**

A full-time temporary bargaining unit member may be a 1-2 semester substitute or a bargaining unit member employed on a year-to-year contract under certain categorical sources of funding. All full-time temporary bargaining unit members will be evaluated for the first two years of service to the District. They will then be evaluated at least every three (3) years following that. Section 5.8.1-5.8.8 describe the initial 2-year evaluation period. Section 5.8.9 describes the evaluation process after the 2-year evaluation period.

## ARTICLE 5.0 – EVALUATION POLICY

This is an approximate evaluation timeline for full-time temporary bargaining unit members:

<b>Fall Semester Year 1</b>	<b>Tasks:</b>
<i>Prior spring and/or early fall:</i>	Evaluation Committee formed; approved by Academic Senate before observations begin. Mentor assigned
<i>Weeks 1-3:</i>	1 <sup>st</sup> Evaluation Committee meeting held. Student Opinion Surveys ordered
<i>Weeks 4-8:</i>	Worksite observations typically conducted for instructional assignments (may be done as late as Week 10). Observations of non-instructional assignments may be conducted outside this timeframe so long as they do not disrupt the other timelines in this process.
<i>Week 12:</i>	Student Opinion Surveys provided to Chair. Self-Appraisal and Professional Activities Forms due to Chair
<i>Weeks 12-14:</i>	2 <sup>nd</sup> Evaluation Committee meeting held and Evaluation Portfolio finalized
<i>Week 15:</i>	Evaluation Portfolio due to Office of Instruction
<i>Winter Break</i>	Student Opinion Surveys provided to probationary unit member
<b>Spring Semester Year 1</b>	<b>Tasks:</b>
<i>Weeks 1-3:</i>	Student Opinion Surveys ordered
<i>Weeks 4-8:</i>	Worksite observations typically conducted for instructional assignments (may be done as late as Week 10). Observations of non-instructional assignments may be conducted outside this timeframe so long as they do not disrupt the other timelines in this process.
<i>Week 12:</i>	Student Opinion Surveys provided to Chair; these will be reviewed at the next fall's Evaluation Committee meeting
<i>All spring</i>	Full-time temporary unit member may confer with Evaluation Committee, mentor, or others on issues related to worksite performance
<i>Summer Break</i>	Student Opinion Surveys provided to probationary unit member
<b>Fall Semester Year 2</b>	<b>Tasks:</b>
<i>See above</i>	Same process followed as above for Year 2 evaluation
<b>Subsequent Evaluations</b>	<b>Tasks:</b>
<i>Every six semesters</i>	One evaluation will take place every six semesters beyond the first evaluation sequence

### 5.8.1 Formation of the Evaluation Committee

Typically, the supervising administrator will serve as the Committee Chair for evaluations of full-time temporary bargaining unit members. Some full-time temporary positions are substitute positions of 1-2 semesters in length, such as a sabbatical replacement. In such cases, an Evaluation Committee consisting of the Committee Chair and one peer is acceptable. For most other full-time temporary Evaluation Committees; it is recommended that the bargaining member have a full committee including a Committee Chair and three (3) peer evaluators.

Under Education Code, Section 87475, one year of service may be applied toward tenure if the full-time temporary bargaining unit member is hired as a probationary faculty member. One year may only be applied if at least one year of service to the District included a full Evaluation

## ARTICLE 5.0 – EVALUATION POLICY

Committee. It is therefore important that the initial process reflect the tenure process undergone by probationary bargaining unit members.

The Committee Chair will select the Evaluation Committee in consultation with those who served on the initial hiring committee. Evaluation Committee members ideally should include peer evaluators who served on the initial hiring committee. The Evaluation Committee should include at least one subject matter expert and will constitute diverse membership that will provide the bargaining unit member with a variety of perspectives on their work performance. The Academic Senate shall confirm members of the Evaluation Committee.

Once the Committee has been finalized, the Chair will verify all peer evaluators have completed the required training within the previous three (3) years. If not, the peer evaluators must complete the training prior to conducting a Worksite Observation. When requested, EPOC may conduct the training at the first Committee meeting.

If any member of the Evaluation Committee fails to fulfill their obligations in a professional manner, the Chair may remove the member from the Committee.

### **5.8.2 Mentor**

Full-time temporary bargaining unit members will be assigned a mentor by the Committee Chair in the first year of service. A mentor may be assigned thereafter when requested by either the Evaluation Committee or the appropriate vice president. The mentor may not be part of the Evaluation Committee. Mentors shall meet with their mentees for up to one hour per week during the semester. Meetings will ideally take place in person but may take place by phone or videoconferencing technology. The mentor must be a bargaining unit member who is tenured or in the last year of the tenure process.

### **5.8.3 First committee meeting**

The Evaluation Committee must meet at the beginning of each semester of the evaluation process prior to conducting any observations. Prior to or at the beginning of each semester, the Committee Chair will schedule the first meeting.

Instructional full-time temporary bargaining unit members will provide each Evaluation Committee member with all syllabi prior to the first meeting. At any time during the evaluation process, the committee may also request assignments, exams, or other course materials, including examples of graded work, to evaluate the integrity of the course and validate evaluation conclusions.

At the first meeting of each semester, the Evaluation Committee will meet without the probationary unit member to organize the semester's work. They will review the semester evaluation process, timelines, prior semesters' performance, and to set goals and objectives for the committee. The Committee Chair may provide copies of the probationary unit member's previous evaluation (if one exists) to the committee members. Evaluation Committee members for instructional unit members may also review the unit member's syllabi and any other requested materials.

The Evaluation Committee will then ask the probationary bargaining unit member to join the first meeting. The Committee will discuss the procedures and timelines for the evaluation with the full-time temporary unit member, review any outstanding concerns, and, whenever possible, set the Worksite Observation dates.

## ARTICLE 5.0 – EVALUATION POLICY

At each meeting, the bargaining unit member will be directed to their procedural rights and the Self-Appraisal Form, and be asked to review Article 5.

### **5.8.4 Ordering the Student Opinion Surveys**

Student Opinion Surveys will be ordered by the Chair from the Research Office.

For instructional faculty, the Chair will provide the Research Office with instructor names, section numbers, start dates, and modalities for all courses scheduled in the year in which the evaluation will take place. For non-instructional faculty, the Chair will provide the Research Office with the name and faculty type (i.e., counselor, athletic trainer, psychological counselor, librarian) to be surveyed. The Research Office will administer the appropriate student opinion survey between Weeks 10 and 12 of the terms in which the evaluation takes place. Survey results will be made available to the Chair by Week 14 of the fall semester.

Both spring and fall Student Opinion Surveys will be used in the Summary Report completed each fall.

### **5.8.5 Completion of the Self-Appraisal and Professional Activities Forms**

By Week 14 of the fall semester, the bargaining unit member will submit a completed Self-Appraisal Form and a completed Professional Activities Form to the Committee Chair. The Professional Activities Form should include activities the unit member was involved in since their last evaluation.

### **5.8.6 Worksite Observations**

Each member of the TRC will complete at least one Worksite Observation in accordance with Section 5.4.3 and complete the appropriate Worksite Observation Form. Additional observations may be conducted at the discretion of the TRC.

Whenever possible,

- A. Evaluators will observe different class sections, courses, or worksite situations;
- B. Worksite observations will typically be conducted for instructional assignments, in Weeks 4-8, and they may be performed as late as Week 10. Observations of non-instructional assignments may be conducted outside this timeframe so long as they do not disrupt the other timelines in this process.
- C. Observations by the Committee Chair and peer evaluators will be conducted in different weeks.

Worksite Observations may, at the discretion of the Evaluation Committee, be recommended for the spring semester. If these are completed, the committee will incorporate them into the fall evaluation in the next year.

### **5.8.7 Drafting the Summary Report**

The Evaluation Committee will review the Student Opinion Surveys (spring and fall), Self-Appraisal Form, Professional Activities Form, and Worksite Observations in preparation for the Summary Report. The Evaluation Committee must have input on the final draft of all Semester Summary Reports. Either the Committee Chair or the Evaluation Committee may draft the initial Summary Report.

## ARTICLE 5.0 – EVALUATION POLICY

The Report will be based upon observable results as evidenced in the observations, student evaluations, and procedural and professional responsibilities as detailed in the appropriate Summary Report Form. The Committee Chair will then schedule an evaluation review meeting with the temporary bargaining unit member being evaluated. This meeting may take place at the end of the fall semester or within the first three weeks of the following spring semester. The Evaluation Committee should be present for the meeting, but the meeting may proceed if one Committee member is unable to attend.

The Report will be signed by the full-time temporary bargaining unit member and all Committee members. The bargaining unit member shall have the opportunity to present their own comments in writing within ten (10) business days of receiving the written Report on the substance of the Report. Any comments received will be attached to the Evaluation Portfolio for eventual inclusion in the Personnel File. Signing the Report does not necessarily indicate that the evaluated bargaining unit member agrees with the Report, but only that they have received and read the Report. The full-time temporary bargaining unit member will receive a copy of the signed Report.

The Evaluation Committee is not required to meet in the spring term. As noted above, Student Opinion Surveys will be issued, and the Evaluation Committee may opt to conduct observations in the spring term. The full-time temporary bargaining unit member is encouraged to use the spring term for professional development activities, which could include discussions with the mentor or the Evaluation Committee members on pedagogy or areas for growth as identified in the evaluation or the Self-Appraisal.

### **5.8.8 Subsequent actions**

The entire Evaluation Portfolio, including comments from the bargaining unit member (if any are submitted), will be submitted to the appropriate vice president for review. The vice president may provide additional feedback to either the bargaining unit member or the Committee Chair. The vice president will submit the entire Evaluation Portfolio to the Office of Human Resources for inclusion in the bargaining unit member's Personnel File.

### **5.8.9 Subsequent evaluations**

After the initial 2-year evaluation period described in Sections 5.8.1-5.8.8, full-time temporary bargaining unit members will undergo evaluation every three (3) years and follow the evaluation process for tenured bargaining unit members described in Section 5.6

If the full-time temporary bargaining unit member is hired as a probationary faculty member, under Education Code Section 87475, one year of their previous full-time service may be applied toward their tenure review process. According to Education Code, the one year may only be applied if at least one year of service to the District included a full Evaluation Committee and if in the year immediately preceding the service the bargaining unit member has served as a temporary faculty member for at least 75 percent of the number of days for that year. Full-time temporary bargaining unit members who satisfy these requirements and are hired as probationary faculty members will begin their tenure process in Year 2 and be subject to the probationary faculty evaluation processes described in Section 5.5.

## **5.9 GRIEVABILITY**

The evaluation procedure for bargaining unit members may be subject to the grievance procedures in accordance with Article 10. The content of evaluations is not subject to the grievance procedure set forth in Article 10.

**5.10 PERSONNEL FILES**

Prior to placing any derogatory information into the official personnel file for a bargaining unit member, the appropriate administrator must offer the member an opportunity to meet to review the concern in detail. After 10 days, if the bargaining unit member fails to respond to the offer to meet, the information will be placed in the personnel file.

Any written derogatory information to be included in the personnel file must be approved by the Superintendent/President or the appropriate vice president prior to placing the information into the official personnel file. The bargaining unit member shall have ten (10) days from being notified of the intent to place written derogatory information into their official personnel file to submit comments in writing. The bargaining unit member's written comments shall be included in the personnel file.

**ARTICLE 6.0 – LEAVES**

**6.1 INTRODUCTION**

The purpose of this article is to outline leave provisions available to unit members. Further, these leave provisions must comply with Education Code and/or any other related state and federal regulations.

**6.1.2 DEFINITIONS**

**6.1.2.1 Immediate Family**

- a. The bargaining unit member's spouse or registered domestic partner, children or legal dependents, foster child, mother, father, sister, brother, niece, nephew, step-parents, aunt, uncle, grandmother, grandfather, grandchild; son-in-law, daughter-in-law, step-child, brother-in-law, or sister-in-law; and,
- b. The bargaining unit member's spouse's or registered domestic partner's children or legal dependents, foster child, mother, father, sister, brother, niece, nephew, step-parents, aunt, uncle, grandmother, grandfather, grandchild; son-in-law, daughter-in-law, step-child, brother-in-law, or sister-in-law; and,
- c. Any significant other or relative living in the bargaining unit member's immediate household.

**6.1.2.2 Paid Leave**--any leave for which the bargaining unit member receives any remuneration from the District in the form of salary and/or fringe benefits. All other leaves will be considered unpaid.

**6.1.2.3 Days**—as used in this article, days refers to contract days.

**6.2 LEAVES AND TRANSFER POLICIES**

When any provision of the California State Education Code expressly authorizes or requires the Board of a school district to grant a leave of absence for any purpose or for any period of time to persons employed in academic positions, that express authorization or requirement does not deprive the Board of the power to grant leaves of absence with or without pay to such bargaining unit members for other purposes or for other periods of time, so long as the Board does not deprive any bargaining unit member of any leave of absence to which they are entitled by law. (Education Code, Section 87764.)

**6.2.1. SHORT-TERM LEAVES**

**6.2.1.1 Personal Illness and Injury**

- a. Full-time regular/contract unit members shall be entitled to ten (10) days leave with full pay for each academic year for purposes of personal illness or injury. Full-time bargaining unit members working a normal ten-month contract shall be entitled to ten (10) days leave of absence with full pay for illness or injury for each contract year of service. Bargaining unit members employed for more than ten (10) months will be entitled to one (1) day per month or a prorated portion for each additional month or a portion of a month of service. This will be equivalent to .25 days of additional leave for each additional week of service. A bargaining unit member employed for less than full time shall be entitled to, for each contract year of service, a proration of the entitlement earned by full-time bargaining unit members.
- b. Credit for this leave of absence is provided annually at the beginning of each bargaining unit member's contract year and may be taken at any time during the contract year. If the entire leave of absence entitlement is not utilized during the contract year, the remaining days shall be allowed to accumulate from year to year with no limit on the number of days which may be accumulated.
- c. Any bargaining unit member who has been employed by the District for one or more contract years and who accepts an academic position in another California Community College District shall be eligible to transfer their accumulated days of leave of absence for illness or injury in accordance with Section 87782 of the California Education Code.
- d. Bargaining unit members must notify the division office of any absences at the earliest opportunity so that students can be notified.
- e. In-person or synchronous online instruction may not be replaced by asynchronous online instruction in case of an absence.
- f. Absences of longer than two days in an in-person or synchronous online course generally mean a substitute should be employed. In such cases, whenever possible, the bargaining unit member will assist the supervising administrator in finding an appropriate substitute from among the District's academic employees. The District will pay for any substitutes employed in such situations. Substitutes will be paid on their respective range and step of the part-time salary schedule.
- g. Bargaining unit members are required to submit a written absence report within two (2) working days after return to duty to use their sick leave allowance.
- h. If the absence exceeds five (5) working days, the bargaining unit member shall provide the Office of Human Resources with a certification by a health care provider that verifies employee's inability to work and provides a release to return to duty, with or without restrictions.
- i. Bargaining unit members who are absent from duties on account of illness less than one (1) day but from three (3) to five (5) hours shall be charged for one-half day sick leave. Absence less than three (3) hours shall not be charged as long as scheduled assignments are not missed. When scheduled assignments are missed for less than three hours, sick leave will be deducted for each hour of the scheduled assignment



## ARTICLE 6.0 – LEAVES

missed. Bargaining unit members who teach synchronous online courses, will be charged the same as bargaining unit members who teach in-person.

- j. Consistent with Labor Code Sections 233 and 246.5, a unit member may use in any calendar year the unit member's accrued and available sick leave entitlement, in an amount not less than the sick leave that would be accrued during six months at the unit member's then current rate of entitlement, for any of the following:

- (i) diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's immediate family member; or
- (ii) for an employee who is a victim of domestic violence, sexual assault, or stalking, the purposes described in subdivision (c) of Labor Code Section 230 and subdivision (a) of Section 230.1.

This type of leave shall run concurrently with, and does not extend, the maximum period of leave to which an employee is entitled under Section 12945.2 of the Government Code or under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2601 et seq.), regardless of whether the employee receives sick leave compensation during that leave.

- k. Bargaining unit members may use their sick leave for parental leave for up to 12 workweeks. Parental leave may be taken incrementally or consecutively, but must be taken within 12 months following the date of birth or adoption of a child. Bargaining unit members exhausting all current and accumulated sick leave before receiving all 12 workweeks of parental leave will be paid no less than 50% of their regular salary for the remaining portion of their parental leave as long as they meet the eligibility requirements of the California Family Rights Act.
- l. When a bargaining unit member is absent from duty on account of illness or accident for a period of five (5) school months or less, whether or not the absence arises out of or in the course of their employment, the amount deducted from the salary due for any month in which the absence occurs shall not exceed the sum which is actually paid a substitute employed to fill this position during an absence or, if no substitute was employed, the amount which would have been paid to the substitute had a substitute been employed. The District shall make every reasonable effort to secure the services of a substitute.
- m. When bargaining unit members are absent from duty on account of illness for a period of more than five (5) school months, or when a bargaining unit member is absent from duty for a cause other than illness, and upon exhaustion of all available paid leaves, the bargaining unit member will be placed on a 39-month reemployment list unless the Board approves a leave.

### **6.2.1.2     Personal Necessity**

Any days of leave of absence for illness or injury earned pursuant to Education Code Sections 87781 and 87784 may be used by a bargaining unit member in cases of compelling personal importance, not to exceed six (6) days in any school year. Such leave is deducted from personal illness and injury leave (sick leave). For the purposes of this section, "personal necessity" means obligations or unavoidable duties of an employee that must be performed during scheduled working hours including but not limited to:

- a. Death or serious illness of a member of his immediate family;

## ARTICLE 6.0 – LEAVES

- b. Accident, involving his person or property, or the person or property of a member of his immediate family.
- c. Emergencies related to the faculty member's home or to his/her immediate family members;
- d. Appointments for the purpose of conducting personal legal affairs or financial transactions that cannot be conducted outside of working hours;
- e. Observance of a major religious holiday of the employee's faith;
- f. Attendance at a funeral service not specified in article 6.2.1.4;
- g. Natural disasters that prevent a faculty member from meeting all or part of his/her assigned duties;
- h. Attendance at significant family events

### **6.2.1.3 Absences**

The division office should be notified prior to an absence except where otherwise provided for in this contract.

### **6.2.1.4 Bereavement Leave**

Every bargaining unit member is entitled to a leave of absence, not to exceed five (5) days, in the event of a death of any member of their immediate family. No deduction shall be made from the salary of such bargaining unit member nor shall such leave be deducted from other leaves granted by the Board of the District.

### **6.2.1.5 Witness and Jury Duty**

Each full-time unit member will be provided leave for regularly called jury or witness duty in the manner provided by law. Whenever possible, the unit member shall submit a written request for an approved absence no less than ten (10) days prior to the beginning date of the jury service-

While serving on jury duty or as a witness, the unit member will receive regular earnings from the District. In the event a payment is received for jury service, it will be endorsed over to the District. The unit member shall retain any mileage and/or meal allowances paid as a result of jury service.

Members who request a leave in order to be a compensated expert witness-during duty hours must be approved by the appropriate Vice President; upon the recommendation of the supervising Dean, provided that the following conditions are met:

- a. A suitable substitute is obtained by the District, and the District is reimbursed by the professional expert witness for the cost of the substitute.
- b. The bargaining unit member meets their weekly contractual 30-hour per week obligation.
- c. The bargaining unit member's absence does not adversely affect students or division operations.

### **6.2.1.6 Industrial Accident and Illness Leave**

- a. Industrial Accident and Illness Leave shall be for not more than sixty (60) days during which the College is required to be in session or when the bargaining unit member would, otherwise, have been performing work for the District in any one fiscal year

## ARTICLE 6.0 – LEAVES

for the same accident. Such Industrial Accident and Illness Leave shall commence on the first day of absence and shall not be accumulated from year to year.

- b. When a bargaining unit member is absent from duty due to an industrial accident or illness, the bargaining unit member shall be paid the portion of the salary due for any months in which the absence occurs as, when added to the temporary disability indemnity under Division 4.5 of the Labor Code, will result in a payment of no more than the bargaining unit member's full salary. The phrase "full salary" shall be computed so that it shall not be less than the bargaining unit member's average weekly earnings, as that phrase is utilized in Section 4453 of the Labor Code. The maximum minimum average weekly earnings set forth in Section 4452 of the Labor Code shall, otherwise, not be deemed applicable.
- c. Industrial Accident and Illness Leave shall be reduced by one (1) day for each day of authorized absence regardless of the temporary disability indemnity award. When an Industrial Accident and illness Leave overlaps into the next fiscal year, the bargaining unit member shall be entitled to only the amount of unused leave due for the same illness or injury.
- d. Upon termination of the Industrial Accident and Illness Leave, the bargaining unit member shall be entitled to sick leave benefits or any other applicable leave as outlined in this section or in the California State Education Code; and the absence shall be deemed to have commenced on the date of termination of the Industrial Accident and Illness Leave, provided that if the bargaining unit member continues to receive temporary disability indemnity, the bargaining unit member may elect to take as much accumulated sick leave which, when added to the temporary disability indemnity, will result in a payment of not more than their full salary.
- e. During any paid leave of absence, the bargaining unit member shall endorse to the District the temporary disability indemnity check received on account of the industrial accident or illness. The District, in turn, shall issue the bargaining unit member appropriate salary warrants for payment of the bargaining unit member's salary and shall deduct normal retirement and other authorized contributions.

### 6.2.1.7 Professional Development Leaves

With pre-approval from the supervising administrator, bargaining unit members may take leave from regular work duties to participate in professional development opportunities. No sick or personal necessity days will be deducted for such participation. With pre-approval from the supervising administrator, individual flex hours may be claimed for any activities beyond a 6-hour day. Travel time may not be claimed for flex hours.

Professional development leaves generally may not take a bargaining unit from the classroom for more than one week of consecutive workdays during an academic term. Absences of longer than two days generally mean a substitute should be employed. In such cases, the bargaining unit member will assist the supervising administrator in finding an appropriate substitute from among the District's certificated employees. The District will pay for any substitutes employed in such situations.

**6.2.2 LONG-TERM LEAVES**

**6.2.2.1 Sabbatical Leave**

Under the provisions of the California Education Code, Sections 87767-87775, the Board may grant any bargaining unit member a leave of absence not to exceed one (1) year for the purpose of permitting advanced research, travel, or other acceptable plans submitted by the bargaining unit member and designated for the benefit of the College District and the students.

At least one full-year or two semester-length sabbaticals will be given every year if there are qualified applicants.

**a. Purpose of Sabbatical Leave:**

Sabbatical leaves are granted to enable recipients to be engaged in programs of research and/or study, thus to become more effective teachers within their disciplines and to enhance their services to the College.

**b. Types of Sabbaticals:**

1. To pursue an advanced degree or appropriate post-graduate study within one's teaching discipline at an accredited university or college.
2. To conduct documented study and/or research that is conducive to improving learning and teaching effectiveness and program design related to the bargaining unit member's assignment.
3. To work in one's field of expertise to acquire new techniques, knowledge, and/or materials consistent with current industrial, business, and/or professional practices.

**c. Standards:**

Each candidate must meet appropriate standards in order for the request for sabbatical leave to be considered for approval.

**(1) Graduate Work**

1. Course work for the advanced degree or post-graduate work must be at an institution fully accredited by one of the associations of the Council on Post-Secondary Accreditation and listed in Accredited Institutions of Post-Secondary Education, or in the case of international study, at a recognized institution.
2. Proof of the applicant's formal application for graduate work must be provided.

**(2) Research/Documented Study**

A proposal must be developed and executed. The applicant must submit, in advance, an outline of their research design.

**(3) Employment**

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1. An employment plan, including the objectives of the experience and how the learning relates to the teaching assignment, must be developed.
2. Proof of the applicant's formal request for a position from a suitable employer must be provided.

### d. **Report of Results:**

- (1) Within ninety (90) calendar days following return from leave, the recipient of the sabbatical leave shall submit to the Superintendent/ President a concise written report of the results of the leave to include, as applicable, the following:
  1. Account of activities during the leave, including travel itineraries, institutions and locations visited, persons with whom there was extensive consultation or collaboration, and any formal lectures delivered.
  2. Statement of progress made on the project as proposed in the application.
  3. Explanation of any significant changes made in the project.
  4. Appraisal of the relationship between the results anticipated in the leave project statement and those actually achieved.
  5. Statement of future activity related to the project, including plans for completion of the project and new methodology, course design, or curriculum.
- (2) Within the first semester after return, the recipient of the sabbatical leave shall make an oral presentation of the findings to interested bargaining unit members, staff, and students, and abstracts of the presentation will be distributed.

### e. **Eligibility:**

A bargaining unit member is eligible to apply for either a one-semester or a one-year leave of absence for the above purposes after completion of each six (6) consecutive years of academic service to the District (Education Code, Section 87768). A one-year sabbatical leave may consist of any two consecutive semesters, providing the recipient is engaged in a continuous project. The bargaining unit member shall be employed at least one-half time during a particular year in order for that year to qualify as one of the six. When the bargaining unit member has accrued the equivalent of five and one-half contract years, the Board will consider granting a sabbatical leave.

In keeping with this policy, authorized leaves will not constitute a break in the continuity of service and shall be included as a year of service in computing eligibility requirements.

### f. **Final Requirements Prior to Board Approval:**

The following, as applicable, is/are required prior to the Board's final approval of the sabbatical leave:

- (1) Proof of applicant's formal acceptance for graduate work.

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(2) Proof of applicant's acceptance by a suitable employer.

(3) Assurances of cooperation, or authorization to conduct the project, received from individuals, institutions, or agencies.

**g. Selection:**

Sabbatical Leave applications will be evaluated primarily in terms of the value of the leave to the students and to the District. That is, applications shall be judged not only in terms of professional value to the applicant, but in terms of what the applicant may contribute following their return to the District through improved classroom teaching/counseling, community involvement, increase in enrollment, broadening and facilitating community access to education, leadership and curriculum development. Among applications of equivalent merit, the bargaining unit member applying for a first sabbatical leave shall have priority over a bargaining unit member applying for a subsequent leave. In determining priority, the number of those on leave during any given year shall be so balanced among the bargaining unit members as to preserve continuity in the educational programs or services of the college.

**h. Application Process:**

By the first Monday in December of each year, applicants must submit a one-page abstract of their proposals to the appropriate supervising administrator and Vice President for initial feedback. Feedback must be provided within ten (10) business days to the applicant.

By the Friday of the third full week in January, the applicant shall send a copy of the full application to the Office of Instruction. The Office of Instruction must distribute the proposal to the applicant's supervising administrator, who shall provide a statement on the anticipated effect of approving the sabbatical leave on the curriculum, program, and operation of the department. A copy of this statement shall be circulated to each department member at least 48 hours prior to submission of the full sabbatical application. The supervising administrator must submit the full application, with their statement, to the Office of Instruction by January 31<sup>st</sup>.

A College committee of six (6) members must be formed to review and rank sabbatical leave applications. The Committee must be comprised of three members appointed by the Superintendent/President, which must include the Vice President of Instruction unless extenuating circumstances exist, and three members appointed by the Executive Board of the Association. The Association will be informed about the content of the initial abstracts by the Vice President of Instruction. The Vice President of Instruction will be the Chairperson of the Committee.

On or before March 1<sup>st</sup>, the Sabbatical Leave Committee shall forward all applications, with an assigned numerical ranking based on the rubric for sabbatical leaves (Appendix E), to the Superintendent/President. The Vice President of Instruction will notify each applicant privately of the numerical score given to their application at the same time the rankings are forwarded to the Superintendent/President. The applicant may then choose to provide a personal statement of appeal to the Board for consideration with their full application. The District must publically post the rubric and a list of granted sabbatical leaves that includes: leave purpose, scholarly research/activities performed, and time granted. Public posting may occur by placing the rubric and list on the District's website.

## ARTICLE 6.0 – LEAVES

After taking into consideration all of the factors listed below, the Superintendent/President will develop a recommendation regarding sabbatical leaves based on:

1. Recommendations of the Sabbatical Leave Committee.
2. District budget.
3. Whether an application is for a first or subsequent sabbatical leave.
4. Anticipated contribution of the applicant to the District following their sabbatical leave.
5. Overall distribution of leaves among departments and centers.
6. Impact on curriculum, programs, and operation of departments/centers should a sabbatical leave be granted.

If the Superintendent/President's priority ranking of sabbatical leave applications differs from that of the Sabbatical Leave Committee, the reasons for the difference shall be communicated to the committee.

The recommendations of both the Sabbatical Leave Committee and the Superintendent/President will be presented to the Board of Trustees in April.

After the Board of Trustees has acted to award sabbatical leaves, applicants not granted a leave may request, in writing, a confidential meeting with the Vice President of Instruction to obtain information as to why the leave was not granted.

### i. **Compensation:**

Bargaining unit members granted a sabbatical leave for one semester shall be paid 100 percent of the salary that they were paid when the application was made (adjusted by appropriate step and contractual salary increases). This salary shall be paid during the semester of absence unless other arrangements are made within thirty (30) days following the award of the sabbatical.

Bargaining unit members granted a sabbatical leave for a period of one academic year shall be paid 85 percent of their annual salary that they were paid when the application was made (adjusted by appropriate step and contractual salary increases).

Prior to beginning the Sabbatical Leave, a Leave of Absence Agreement, setting forth conditions of the leave and requiring two full years of service immediately following return from sabbatical leave, must be signed by the bargaining unit member. A bargaining unit member who fails to fulfill these conditions or to render two full years of service subsequent to the leave, will be required to reimburse the District for any salary and benefits received during the Sabbatical Leave.

### j. **Benefits:**

While on leave, the bargaining unit member is to be considered an active member of the bargaining unit and entitled to insurance benefits provided that he/she continues to pay any required insurance premiums. The College District shall pay the same insurance premiums for the bargaining unit member on leave as is paid for resident bargaining unit members.

The same insurance provisions shall apply to any bargaining unit member while on leave to participate in exchange assignments, such as Fulbright.

## ARTICLE 6.0 – LEAVES

Leave time shall be included not only for service and experience on the salary schedule, but for subsequent leaves and/or retirement. Should the bargaining unit member desire to maintain state teachers' retirement credit for the period of absence, the bargaining unit member will pay to the system additional contributions based on the compensation which is the difference between compensation earned and the compensation earnable during the period of sabbatical leave (Education Code, Section 22716). Neither would service under a national fellowship or foundation for a period of not more than one year be considered as a break in service.

### k. **Accident or Illness:**

Interruption of the program of study or research caused by serious accident or illness during a sabbatical leave, evidence of which is satisfactory, shall not prejudice a bargaining unit member with regards to the fulfillment of the conditions regarding study or research on which such leave was granted nor shall it affect the amount of compensation to be paid the bargaining unit member under the terms of the sabbatical leave, provided, however, that the Superintendent/President has been promptly notified of the accident or illness. Notice shall be by registered letter mailed within fifteen (15) days of the accident or illness. Any interruption due to illness beyond thirty (30) days during the one-semester leave, or sixty (60) days during the year leave, however, may result in the termination of the sabbatical leave at the discretion of the Board, if the conditions upon which the leave was granted are unlikely to be met.

### l. **Return to Service:**

At the expiration of the leave of absence the bargaining unit member shall, unless otherwise agreed, be reinstated in a position equivalent in duties to the position held at the time of the granting of the leave.

#### **6.2.2.2     Retraining**

The District may grant leave for retraining purposes to bargaining unit members who are underloaded and who are not qualified for reassignment into other areas. In any one academic year, such leaves shall not exceed two (2) percent F.T.E. of the eligible bargaining unit members. The determination as to the extent of underloading, as well as the qualifications for assignment, shall be within the sole discretion of the District. A program for retraining shall be prepared by the applicant and the District administration as part of the request for leave, and the continuation of the leave shall be contingent upon the completion of the retraining program.

#### **6.2.2.3     Exchange Programs**

Bargaining unit members are encouraged to participate in exchange programs, subject to administrative approval, which will benefit both the College and the bargaining unit member concerned.

Any bargaining unit member of the District on leave to participate in exchange assignments shall receive regular District compensation for that period of employment. In programs where no exchange teacher is involved, the bargaining unit member shall receive compensation for that period of employment a sum equal to the difference, if any, between the regular salary and that paid to a replacement during the time of leave.



## ARTICLE 6.0 – LEAVES

Regular state teachers' retirement contributions and group insurance premiums will be paid by the District during any exchange period in which the District pays the bargaining unit member full salary, with the bargaining unit member making their normal contribution to the State Teachers' Retirement System. If any part of the bargaining unit member's compensation is not paid by District funds, the bargaining unit member then may pay full state teachers' retirement contributions on that portion of their current salary which is not paid for by the District, plus their own share and any interest levied on the total. If the bargaining unit member chooses to pay nothing, months of retirement will be reduced accordingly. (Education Code Section 22716.)

### **6.2.2.4      Pregnancy Disability Leave**

In accordance with Education Code Sections 87781 and 87766, bargaining unit members shall be entitled to use sick leave when required to be absent from duties because of pregnancy, miscarriage, childbirth, and recovery therefrom. The length of the leave of absence, including the date on which the leave shall commence and the date on which the bargaining unit member shall resume duties shall be determined by the employee and the employee's physician. All provisions of the Personal Illness and Injury Leave (sick leave) shall pertain to Pregnancy Disability Leave and the unit member is entitled to request additional leave as may be applicable under the Family Medical Leave Act and California Pregnancy Leave Act. When bargaining unit members are unable to work due to a pregnancy-related disability, they shall be provided the same process and benefits as any other temporary disability, including an interactive process and reasonable accommodations. Pregnancy Disability Leave shall be independent of Parental Leave and shall not run concurrently with Parental Leave. Use of Pregnancy Disability Leave shall not reduce a bargaining unit member's ability to use Parental Leave as provided in section 6.2.1.1(k) above.

### **6.2.2.5      Family Medical Leave**

Bargaining unit members are eligible for unpaid family and medical leave pursuant to applicable Federal and State law (e.g. the Family Medical Leave Act of 1993 and the California Family Rights Act of 1991).

## **6.2.3      CATASTROPHIC ILLNESS OR INJURY**

### **6.2.3.1      Purpose**

A unit member may donate full pay sick leave to a recipient unit member who has a catastrophic illness or injury subject to the provisions of this Article.

### **6.2.3.2      Definitions**

- a. **"Catastrophic Illness or Injury"** means an illness or injury is expected to be incapacitating for a period of thirty (30) or more consecutive calendar days by a qualified healthcare provider.
- b. **"Full Pay Sick Leave"** means fully paid sick leave for illness or injury accrued by the donor.
- c. **"Eligible Recipient"** means a recipient who has exhausted all fully paid leave of absence for illness or injury and any other fully paid leave.

## ARTICLE 6.0 – LEAVES

### 6.2.3.3 Procedures

Participation in this program is voluntary. Part-time bargaining unit members who choose to participate do so at 50% of the rate of full-time bargaining unit members as defined below.

- a. Full-time bargaining unit members may donate up to two (2) days of sick leave per academic year.
- b. Part-time bargaining unit members may donate up to one (1 day) of sick leave per academic year.
- c. Full-time bargaining unit members may receive up to 165 days of donated sick leave.
- d. Part-time bargaining unit members may receive up to 82.5 hours of donated sick leave.
- e. The minimum sick leave increment full-time bargaining unit members may donate or receive shall be one (1) day. The minimum sick leave increment part-time bargaining unit members may donate or receive shall be a half day.
- f. Sick leave donations under this article shall be reported on a form to be developed by the District.
- g. When a bargaining unit member is in need of catastrophic leave, the District shall solicit donations from full and part-time faculty. The recipient of catastrophic leave shall remain confidential, as well as the recipient's circumstances. Unit members receiving this benefit may choose to identify themselves to their peers without violating the confidentiality aspect of this article.
- h. Sick leave donations are irrevocable; however, sick leave credits which are not used by a recipient shall be returned to the donors in the order in which they were received.
- i. A recipient shall use any sick leave that he or she continues to accrue on a monthly basis prior to using donated sick leave pursuant to this program.
- j. No unit member shall be obligated to donate sick leave under this program.

**6.2.3.4** The Association agrees to hold harmless and indemnify the District for all costs, including reasonable attorney fees, arising from the inappropriate disclosure of medical information.

**6.2.3.5** This section shall not be subject to the grievance procedure.

### 6.2.4 BENEFITS WHILE ON LEAVE

#### 6.2.4.1 Paid Leave

Unless otherwise provided in this article, bargaining unit members on a paid leave of absence shall be entitled to:

- a. Return to the same position held immediately before commencement of the leave;

## ARTICLE 7.0 – WAGES AND BENEFITS

- b. Receive credit for annual salary increments provided during this leave; and
- c. Receive all other fringe benefits including, but not limited to, insurance and retirement benefits to the extent not expressly prohibited by law.

### **6.2.4.2 Unpaid Leave**

Bargaining unit members on unpaid leave shall be entitled to benefit coverage at their own expense to the extent permitted by the insurance carrier. In accordance with Education Code Section 22716, bargaining unit members on unpaid leave cannot maintain State Teachers' Retirement System benefits for the time while on leave.

## **ARTICLE 7.0 – WAGES AND BENEFITS**

### **7.1 BENEFITS**

#### **7.1.1 INSURANCE COVERAGE**

**7.1.1.1** For the purpose of insurance coverage in this article, the term eligible unit member shall be all regular or contract employees working more than sixty-seven percent (67%), athletic coaches employed pro-rata for fifty percent (50%), and all bargaining unit members on approved leave and early retirements.

**7.1.1.2** Group health benefits contributions will be made using a tiered structure based on the persons covered by the bargaining unit member's benefit election. The District's maximum monthly contributions toward the four tiers will be \$409 for employee only, \$736 for employee and child(ren), \$818 for employee and spouse, and \$1,145 for employee and family.

**7.1.1.3** The District shall contribute a maximum of \$1,500 annually to provide eligible unit members with a California Dental Service Four-Step Incentive Dental Plan as offered through the Shasta Trinity Schools Insurance Group Joint Powers Authority. In addition, the District shall provide eligible unit members with a California Dental Service \$1,000 lifetime maximum orthodontic benefit for children only with 50% co-pay. In the event the premium for the plan exceeds \$1,500, the bargaining unit member shall pay the additional cost. Contributions will be allocated on a monthly basis.

**7.1.1.4** The District shall contribute a maximum of \$500 annually to provide all eligible unit members with the California Vision Service Plan B, no deductible, as offered through the Shasta Trinity Schools Insurance Group Joint Powers Authority. In the event the premium for the plan exceeds \$500, the bargaining unit member shall pay the additional cost.

**7.1.1.5** In the event the District receives a cash dividend or rebate for medical, dental, or vision coverage premiums paid on behalf of unit members, it shall notify, for informational purposes only, the Association of the aggregate amount of the dividend or rebate and the amount per unit member.

**7.1.1.6** If a unit member dies while eligible for medical, dental, and vision coverage, the District shall continue to provide such coverage for dependents for six months after the death of the unit member. The surviving spouse will have an option of purchasing the medical, dental, and vision coverage for five years or until he/she reaches the age of 65, subject to carrier acceptance.

**7.1.1.7** When a unit member terminates employment due to disability and has qualified for disability under STRS guidelines, he/she may purchase the unit's insurance coverage by

## ARTICLE 7.0 – WAGES AND BENEFITS

making payment to the District. This provision is contingent upon the insurance carrier allowing for said purchase.

**7.1.1.8** The District shall, upon request of the requisite number of eligible part-time bargaining unit members, make such arrangements as may be necessary, for eligible bargaining unit members to purchase group medical benefits directly through the Shasta-Trinity Schools Insurance Group JPA.

**7.1.1.9** The District shall provide full-time bargaining unit members with a group term life and accidental death and dismemberment insurance policy valued at \$50,000, subject to the terms and conditions imposed by the underwriter.

**7.1.1.10** The District shall pay the full insurance premium of bargaining unit members and their dependents for those bargaining unit members who retire during the term of the contract, providing that the bargaining unit member has attained the age of fifty-five (55) and has rendered the equivalent of fifteen (15) years of full-time service to the District, during which time he/she has been covered by District paid health insurance, as follows:

### ***Group health insurance as provided to active bargaining unit members.***

#### **7.1.2 Retiree Health Benefits**

**7.1.2.1** For employees hired after September 1, 1989, and before July 1, 2001, the District shall contribute a maximum of \$847 for a regular full-time employee's health insurance for a unit member at the time of the employee's retirement. These payments are limited to employees who have reached the age of fifty-five (55) and who have rendered the equivalent of fifteen (15) or more years of full-time service to the District, during which time he/she has been covered by District paid health insurance. The District contribution shall remain in effect until the unit member reaches age sixty-five (65) or becomes eligible to enroll in the Medicare program. The District shall then contribute the premium necessary to provide Medicare supplemental health insurance coverage for the unit member.

**7.1.2.2** For employees hired after July 1, 2001, the District will contribute up to \$500 per month for health insurance at the time of the employee's retirement, provided that the bargaining unit member has attained the age of fifty-five (55) and has rendered the equivalent of fifteen (15) years or more of full-time service to the District, during which time he/she has been covered by District paid health insurance. Benefits are payable for the lesser of ten (10) years, Medicare eligibility, or the death of the unit member. If a unit member dies while eligible for medical, dental, and vision coverage, the District shall continue to provide such coverage for eligible dependents for six (6) months after the death of the unit member.

#### **7.1.3 PAYROLL DEDUCTIONS**

The District shall provide payroll deduction service for bargaining unit members for tax sheltered annuities, credit unions, and life insurance.

**7.1.3.1** The District shall provide for direct deposit of bargaining unit member's payroll checks by electronic deposit or delivery. The District shall be obligated to make direct deposits only to bank, credit union, or savings and loan branches with at least fifteen (15) bargaining unit members requesting the service and whose place of business for deposits is located within the City of Redding. The entire paycheck must be deposited at the same branch.

## ARTICLE 7.0 – WAGES AND BENEFITS

**7.1.3.2** The District will establish an Internal Revenue Code Section 125 flexible spending account plan which allows employees to set aside pre-tax funds for employee-paid health insurance premiums, deductibles, and other non-covered medical expenses, including orthodontia, as well as child care and elder care. Individual unit members may upgrade to Plan A or Plan A1 at their own expense with pre-tax dollars as permitted by the 125 Plan.

### **7.1.4 REDUCED TEACHING SERVICE OPTION**

Regular bargaining unit members shall have the option to take a reduction in their workload from full-time to part-time and have their retirement benefits based on full-time employment.

In order to qualify for this program, the bargaining unit member shall have ten years of prior full-time service in a position requiring certification in the public school system of California, which includes grades K-12, community college, or as a teacher in the California State University and College System, of which the immediate preceding five years were full-time employment. (Sabbatical or other approved leaves of absence shall not be used in computing the five-year, full-time service requirement). The bargaining unit member shall also have attained the age of 55 prior to the beginning of the school year or term in which the reduction in teaching service begins. It shall be the bargaining unit member's responsibility to initiate the request for reduced teaching service.

The agreement or contract for reduced service shall be executed by the bargaining unit member and the District, in writing, prior to the period of reduced service at the beginning of the school year or before the beginning of the second half of the school year. The agreement can be revoked only with the mutual consent of the bargaining unit member and the District. Application for reduced service must be made by March 15 of the year preceding the implementation of the reduced load. Exceptions may be made by the Board.

**7.1.4.1** The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the bargaining unit member's contract of employment during his or her final year of service in a full-time position. Agreements with beginning dates other than the start of the school year require the bargaining unit member to serve at least one-half time for the remainder of that school year. Minimum salary paid shall be equal to no less than one-half time service.

**7.1.4.2** Reduced service may be on a daily schedule or full time for at least one-half year upon mutual consent of both parties. The bargaining unit member shall be paid a salary which is the pro rata share of the salary he/she would be earning had he/she not elected to exercise the option of part-time employment. He/she shall retain all other rights and benefits for which he/she or the District makes the payments, including those as provided in Section 53201 of the Government Code, that would be required if he/she remained in full-time employment.

**7.1.4.3** No bargaining unit member electing membership in the Public Employees Retirement System shall participate in part-time service after attaining the age of 70. Any such bargaining unit member in the program who reaches 70 during the school year may continue their reduced service for the balance of that year. This age limit does not apply to bargaining unit members participating in the State Teachers' Retirement System.

**7.1.4.4** The bargaining unit member and the District agree to submit contributions to the State Teachers' Retirement System or Public Employees Retirement System based on the compensation which would be earned for full-time employment.

**7.1.4.5** Full retirement credit is not earned until the end of the full school term or full school year. Bargaining unit members who terminate prior to these concluding periods will receive

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retirement credit based on the salary actually paid in the proportion that it relates to the annual salary that would have been paid had the employment continued.

**7.1.4.6** Retirement contributions for service not credited because of termination of contract or agreement, by resignation, dismissal or retirement, will be returned to the bargaining unit member, or in the case of death to the bargaining unit member's beneficiary.

**7.1.4.7** All rights mandated by law and any additional benefits which may be granted by the District to the bargaining unit members shall be applicable to any and all such bargaining unit members who are on contract for reduced teaching service.

**7.1.4.8** The period of part-time employment shall not exceed five (5) years.

### **7.1.5 WAGES**

#### **7.1.5.1 REQUIREMENTS FOR SALARY CLASSIFICATIONS**

**7.1.5.2** Bargaining unit members are identified by their assignment when hired. The Vice President of Instruction will evaluate the teaching assignment, and, in general, the B category will be available only to bargaining unit members who possess the required occupational experience needed to qualify as a vocational instructor under the California State Plan for Vocational Education.

**7.1.5.3** Credit for full-time, part-time, and graduate prior teaching experience for the purpose of placing a new bargaining unit member on the salary schedule shall be granted up to and including ten (10) years, including vocational instructors, for a maximum initial placement at step eleven (11). Prior teaching experience in an accredited elementary, middle school, high school, college, or university will be considered qualifying prior experience. Credit for part-time teaching experience will be granted where the faculty member was the instructor of record with responsibility for the overall final course grade. Part-time experience will be granted as a proportion of a full-time assignment based on the number of hours taught and length of the course. Credit for graduate teaching experience in an accredited graduate degree program, including part-time graduate teaching assignments, will be granted where the bargaining unit member was responsible for conducting class sessions and grading assignments, but will not require the faculty member to have responsibility for the overall course grade.

Vocational instructional bargaining unit members in the B category with verified teaching experience related to their discipline as part of their prior occupational experience will be credited with one (1) year of prior experience for each one (1) year of occupational teaching experience. Vocational instructional bargaining unit members in the B category with work experience related to their teaching field will be credited with one (1) year of prior experience for each two (2) years of occupational experience.

**7.1.5.4** Any degrees or courses used in qualifying for classification must be from an institution accredited by one of the six recognized accrediting agencies in the United States or from a collegiate institution recommended by the Association and approved by the Board. A doctoral differential will be added to a bargaining unit member's annual salary when an earned doctorate is held by the bargaining unit member.

For initial placement on the Faculty Salary Schedule, degrees, experience, additional upper division and graduate level college courses will be counted.

For advancement on the Faculty Salary Schedule once employed, lower division, upper division, graduate level or extension college courses must be approved by the supervising administrator

## ARTICLE 7.0 – WAGES AND BENEFITS

and the appropriate Vice President prior to enrollment. Coursework must have direct relevance to the bargaining unit member's assignment and be shown to significantly benefit the bargaining unit member, the college, and the students in order to be approved. If lower division courses are requested to be considered by the District for advancement, they must be part of a complete education plan that is approved in advance by the supervising administrator, appropriate Vice President and the Vice President of Instruction. For career-technical areas that do not have upper division, graduate level, or extension courses to use for advancement, other courses or trainings may be considered. A bargaining unit member shall be credited for coursework in a terminal degree program in an accredited institution as long as the program is reasonably related to their discipline(s) even when advanced approval was not requested. If a bargaining unit member submits a request for approval with at least ten (10) calendar days' advanced notice of the start of the course or activity, they shall be given retroactive approval if the District fails to notify the bargaining unit member of the outcome of their request prior to the start of the course or activity and if the course or activity would have been approved under the requirements of this section. If the course or activity is not approved, the bargaining unit member may appeal the decision and the outcome of the appeal shall be applied retroactively.

If the appropriate administrator does not approve the request, an appeal may be pursued. The appeal process will be initiated using the form for advancement and attaching a narrative outlining the relevant knowledge to be gained.

The appeal will be made to the supervising administrator within five (5) days of the denial of the request. Concurrently with the appeal to the supervising administrator, the bargaining unit member shall request that the Association appoint a member for review of the request. This appeal committee shall consist of a member appointed by the Association, a member appointed by the supervising administrator and a third member selected by the two appointed representatives. Within ten (10) days of receiving the appeal, the committee will meet to consider the appeal and make a recommendation.

If the bargaining unit member does not accept the recommendation of the committee, he/she may appeal the recommendation to the appropriate Vice President whose decision will be final. For regular bargaining unit members, units to be counted for advancement must be completed prior to the fall semester and documentation (transcripts) must be turned in to the Human Resources office prior to November 1 in order to be considered for that fiscal year.

For part-time bargaining unit members, units to be counted for advancement must be approved in advance by the supervising administrator and completed prior to the term for which the units will be counted. Copies of official transcripts must be turned into the Human Resources Office during the term for which the adjustment in pay will occur. Transcripts turned in beyond the term will not be adjusted retroactively.

### **7.2 Class Advancement**

Class Advancements allow bargaining unit members to move horizontally across the salary schedule.

The Salary Classification Table used for bargaining unit members employed is as follows:

#### **a. Vocational Groups, only**

Category B entering assignment to a vocational bargaining unit member's classification group will be done according to the following:

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Group 1	Vocational bargaining unit members who had a high school diploma or equivalent and fewer than 60 semester units when hired.
Group 2	Vocational bargaining unit members who had 60 or more semester units but less than a Bachelor's Degree when hired.
Group 3	Vocational bargaining unit members who have a Bachelor's Degree when hired.

Bargaining unit member will continue in the same group in which they were placed when hired and progress on the salary schedule according to the requirements of that group (1, 2, or 3) during their service at the college.

### b. Requirements by Classification

CLASS I Valid credential authorizing service at the community college level in the appropriate subject matter (can be partial fulfillment, provisional, etc.) and one of the following:

Category A	Bargaining unit members not qualifying for Class II through V
Category B	(Vocational instructor, below)
Group 1	The high school diploma or equivalent and fewer than 30 semester units
Group 2	Sixty or more semester units but has not been awarded the Associate's Degree
Group 3	Begins in Class II

CLASS II Valid credential authorizing service at the community college level in the appropriate subject matter area (can be partial fulfillment, provisional, etc.) and one of the following:

Category A	Bachelor's Degree and 24 semester units beyond the Bachelor's Degree date
Category B	(Vocational instructors, below)
Group 1	High School or equivalent and a total of 30 semester units
Group 2	An Associate's Degree
Group 3	A Bachelor's Degree

CLASS III Valid credential (fully satisfied) and one of the following:

Category A	Master's Degree or Doctorate and 42 semester units beyond Bachelor's Degree date
Category B	(Vocational instructors, below)
Group 1	Associate's Degree
Group 2	Associate's Degree and a total of 90 semester units
Group 3	Bachelor's Degree and 16 semester units beyond the Degree date

CLASS IV Valid appropriate credential (fully satisfied) and one of the following:

Category A	Master's Degree or Doctorate Degree and 60 semester units beyond Bachelor's Degree date
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Category B (Vocational instructors, below)

Group 1 Associate's Degree and a total of 90 semester units

Group 2 Bachelor's Degree

Group 3 Bachelor's Degree and 32 semester units beyond the Degree date

CLASS V Valid appropriate credential (fully satisfied) and one of the following:

Category A Master's Degree or Doctorate Degree and 78 semester units beyond a Bachelor's Degree

Category B (Vocational instructors, below)

Group 1 Bachelor's Degree

Group 2 Bachelor's Degree and 24 units beyond the Bachelor's Degree date

Group 3 Bachelor's Degree and 48 units beyond the Bachelor's Degree date

### 7.2.1. Objective of Class Advancement

To provide a financial incentive for bargaining unit members to advance to higher degrees after they have reached the maximum regular column available at their current class on the salary schedule.

### 7.2.2 FULL-TIME INSTRUCTIONAL BARGAINING UNIT MEMBERS' SALARY SCHEDULE

See Appendix C for the current Instructional Bargaining Unit Members' Salary Schedules.

#### 7.2.2.1 Compensation for Contract and Regular Unit Members who Substitute for Contract Regular Members

When the District determines that a substitute is needed for a contract or regular bargaining unit member, the District shall attempt to employ a qualified substitute instructor from the District substitute list. Contract and regular bargaining unit members shall not be on the District substitute list.

If the District is unable to employ a qualified substitute instructor from the substitute list, the District will offer any long-term or short-term substitute assignment in the order of seniority to the regular and contract unit members in the department who are qualified in the appropriate faculty service area. If no unit member agrees to accept a short-term substitute assignment, the District may assign the least senior regular unit member in the appropriate faculty service area. Only unit members who volunteer for long-term substituting will be assigned.

The District will compensate contract and regular unit members who act as substitutes on an hourly basis, at the rate of the top step of the Part-Time Academic Bargaining Unit Members' Hourly Salary Schedule, Article 7, Section 7.2.6 of the academic collective bargaining agreement.

All long-term substitute assignments shall be made by the supervising administrator subject to the approval of the Vice President of Instruction, Superintendent/ President, and Board of

## ARTICLE 7.0 – WAGES AND BENEFITS

Trustees. The District shall not be required to employ a substitute for every absence of a bargaining unit member.

### **7.2.3 EXTENDED SERVICE DIFFERENTIALS**

Extended Service Differentials are required for all full-time bargaining unit members who wish to earn longevity steps on the salary schedule. They allow bargaining unit members to move vertically down the salary schedule.

#### **7.2.3.1 Objective**

To provide a financial incentive for bargaining unit members to engage in professional growth experiences after they have reached the maximum regular step available at their current class on the salary schedule.

#### **7.2.3.2 Extended Service Differential Policy**

Bargaining unit members who are eligible to advance into the longevity steps through “Extended Service Differentials” must submit to the office of the supervising administrator a request on a form provided for that purpose (found on the Human Resources internal webpage) and gain approval for the activity prior to starting the activity. Activities initiated without prior approval may be appealed for retroactive approval following the process in 7.2.3.4.

A bargaining unit member may apply for Extended Service Differentials after reaching the maximum regular step available in their current class. Longevity differentials may be applied for after the bargaining unit member completes two units or unit equivalents of extended service differentials for each longevity step as applicable to their class placement. See the current Salary Schedule in Appendix C for the longevity steps.

Units and unit equivalents to meet the Extended Service Differential requirements must be approved on the appropriate form by the supervising administrator, the appropriate Vice President, and the Associate Vice President of Human Resources prior to enrollment in a class or classes to be used for this purpose (see 7.2.3.3 for unit equivalent procedures). The credits for this requirement are to benefit the bargaining unit member and the students. Once the request form has been approved by the supervising administrator, the appropriate Vice President, and the Associate Vice President of Human Resources it will be processed by the Human Resources Office and the bargaining unit member will be notified of the approval.

All units and unit equivalents must be completed prior to the first day of classes for the current (and eligible) academic year to be applied for that year. Verification of units (transcripts) and documentation to support unit equivalent(s) must be submitted to the Human Resources Office by November 1<sup>st</sup>. The differential would be retroactive to the beginning of the academic year. Requests/verifications submitted after November 1st would be applied to the subsequent academic year.

Differentials shall be shown on the salary schedule.

#### **7.2.3.3 Unit Equivalent(s) for Extended Service Differential (ESD)**

A request will be completed and filed by the bargaining unit member for the desired unit equivalent(s) with the supervising administrator for approval. Unit equivalents, or trainings/courses without units, must have direct relevance to the bargaining unit member’s assignment and be shown to significantly benefit the bargaining unit member, the college, and the students in order to be approved. For career-technical areas that do not have upper division,

## ARTICLE 7.0 – WAGES AND BENEFITS

graduate level, or extension courses to take for advancement, other courses or trainings may be considered.

The request is for “tentative” approval of work to be done prior to the beginning of the work. Award of credit is contingent upon successful completion of the work. There will be no deadlines for work done and unit equivalents granted other than time span limitations specifically stated in other portions of the contract pertaining to movement on the salary schedule from step to step.

The bargaining unit member should list the total hours involved and then carefully prorate these to actual learning hours (either lecture, non-lecture, or both).

Contents of request:

The request shall contain:

- a. Date(s) of work. If the work will be done over a period of time, state the beginning and ending dates.
- b. Area of work
- c. Relevancy of work to teaching assignment
- d. Relevancy of work to one's own professional growth
- e. Description or outline of work
- f. Documentation of work

Some suggested activities that may qualify for unit equivalents:

- a. Conferences
- b. Workshops
- c. Seminars
- d. Professional Meetings
- e. Performances
- f. Exhibitions
- g. Publications
- h. Jobs in a related field
- i. Non-paid projects
- j. Independent research related to the teaching field
- k. Educational-related activities to improve teaching (This may be out of the teaching field, but it should be shown that the bargaining unit member needs this to improve their teaching.)
- l. Sabbatical leaves (non-unit) up to three (3) units per semester

### 7.2.3.4 Implementation

If agreement among the bargaining unit member, the supervising administrator, and appropriate Vice President involved regarding approval of the units or unit equivalents cannot be reached, or if there is late request/verification submitted to the Human Resources Office, the bargaining unit member may appeal to the Superintendent/President, whose decision shall be final.

## 7.2.4 PART-TIME UNIT MEMBER SALARY SCHEDULES

**7.2.4.1** Part-time instructional, counselor, and librarian bargaining unit members with an assignment equal to more than sixty-seven percent (67%) of a full-time assignment shall be placed on the regular day salary schedule according to their degrees and years of experience and shall be paid according to their portion of a full-time assignment. The portion of a full-time assignment for a part-time day instructional bargaining unit member shall be prorated based

upon the average number of teaching units taught by other bargaining unit members rendering the same or similar service.

**7.2.4.2** Part-time day instructional bargaining unit members with an assignment equal to less than fifty percent (50%) of a full-time assignment, and being paid pro rata for at least a full semester during the 1985-86 academic year, may continue to be paid pro rata so long as they remain continuously employed (at least one full semester per academic year) in a part-time day assignment. No advancement would be made on the schedule until their teaching time totaled a full year, with the exception that bargaining unit members employed for fifty percent (50%) or greater time for the preceding year who shall be advanced.

**7.2.4.3** The number of full-time equivalent part-time hourly bargaining unit members in the day program teaching full semester academic courses will not exceed 12.5 percent of full-time equivalent contract and regular bargaining unit members and day bargaining unit members receiving pro rata pay.

## **7.2.5 PART-TIME ACADEMIC BARGAINING UNIT MEMBERS' HOURLY SALARY SCHEDULES**

See Appendix C for the current Part-Time Academic Bargaining Unit Members' Hourly Salary Schedule.

## **7.2.6 PAY PERIODS**

The annual salary of regular bargaining unit members shall normally be paid in twelve (12) installments. A regular bargaining unit member may request in writing prior to July 1 of any year to be paid in ten (10) equal monthly installments on the last working day of each month beginning in August and ending in May. A written request, once made, shall be irrevocable until the following year. If no written request is received, the employee shall be paid in the same manner as during the previous year.

## **7.3 STIPENDS**

**7.3.1** The following stipends may be paid by the District for assignments which are not given load value. Stipends are available to all unit members.

- a. Faculty Coordinator - Coordinators will be selected in accordance with Article 4.6. The annual budget for Faculty Coordinator stipends shall be set at \$100,000. The stipend for an individual coordinator shall not exceed \$7500 per academic year.
- b. Head Coach: Head Coaches will be compensated by stipend via a rubric developed by the Association and the District. Stipends to be paid by during the semester of the active season. These stipends are for sport-specific head coaches and will not be doubled in allotment if a head coach of a program coaches both genders of that sport, so long as there is no violation of Title IX. Individual flex hours may not be used for any coaching-related duties, unless such duties fall within the definition of approved flex activities.
- c. Assistant Coaches - \$4,400-\$5100 each.
- d. Football Coordinator(s) - \$6,000-\$7,000 each.
- e. Worksite Learning Supervision - \$100 per student per semester.

- 1 f. Stipends of \$1500 or less, stipends paid for release time, or stipends paid from  
2 categorical funding.  
3
- 4 g. Online delivery- Bargaining unit members will receive a stipend of \$150 per unit for  
5 each fully online course delivered for the first time, and \$100 per unit for each  
6 hybrid course of more than 50% online content delivered for the first time.  
7
- 8 h. Part-time participation in participatory governance committees - \$800 per  
9 semester for part-time bargaining unit members appointed to the Academic  
10 Senate or Curriculum Committee. Appointees to other participatory committees  
11 may be eligible for up to \$400 per semester through mutual consent between the  
12 District and Faculty Association. Stipends will be paid at the end of each  
13 semester after verification of participation in the committee by the appropriate  
14 committee chair. If a part-time bargaining unit member is appointed to a stipend  
15 eligible committee, he or she will be paid only the stipend, not his or her hourly  
16 rate. In order to receive a stipend for committee participation, a part-time  
17 bargaining unit member must attend at least 75% of all meetings and have that  
18 attendance verified in writing by the committee chair to the Vice President of  
19 Instruction.  
20
- 21 i. Part-time participation in flex activities- Part-time bargaining unit members shall be  
22 encouraged to participate in flex activities. Participation in scheduled flex day will  
23 qualify part-time faculty for up to three (3) additional hours per semester upon  
24 presentation of verified attendance at activities. Participation in the activities  
25 referenced above shall be voluntary, and shall not count toward load credit with  
26 regard to Education Code Section 87482.5 (67% Law).  
27
- 28 j. Nursing bargaining unit members - \$500 per academic year for full-time and part-  
29 time Nursing bargaining unit members for materials, clothing licensure, and other  
30 requirements. The stipend shall be paid in equal payments during the bargaining  
31 unit member's term of employment. Bargaining unit members working less than a  
32 full year shall receive a prorated amount based on the percentage of a full year  
33 worked.  
34
- 35 k. \$125 or two (2) hours of flex pay per semester, upon verification of participation, for  
36 part-time faculty to participate in student learning outcomes processes.  
37

38 **7.3.1.1** The Superintendent/President or designee shall notify the Association in writing in a  
39 timely manner of any other stipends proposed to be paid. At the request of the Association, the  
40 parties shall meet and negotiate concerning the proposed stipend. In addition, at the request of  
41 the Association the Superintendent/President shall consult with the Association about criteria for  
42 paying stipends and granting release time. When a bargaining unit member is assigned release  
43 time for non-instructional duties, hours will be pro rata based on a 40-hour workweek.  
44

45 **7.3.2** Payments of stipends shall be made within 30 days of the completion of the service  
46 performed.  
47

#### 48 **7.4 PART-TIME TEMPORARY FACULTY OFFICE HOURS**

49

50 **7.4.1** The District's annual contribution to the part-time faculty student office hour program will  
51 be \$140,000.  
52

53 The following conditions will apply:  
54

## ARTICLE 8.0 – PAYROLL DEDUCTIONS

- a. Part-time temporary unit members who teach at least one three-unit course with a lecture component, shall be eligible for one paid student office hour per week. The student office hour may be divided into two one-half hour sessions. For those teaching more than one three-unit class, office hours will be pro-rated accordingly to a maximum of two (2) hours per week, provided there is more than one class taught.
- b. Participation by eligible unit members shall be voluntary.
- c. Student office hours shall be paid at the rate of \$30.00 per hour.
- d. Regular unit members shall not be eligible to participate.
- e. The student office hour shall not count in determining the unit member's full-time equivalent employment percentage for the purposes of obtaining tenure.
- f. The time for office hours shall be mutually agreed between the unit member and the dean and shall be posted. Generally, student office hours shall be immediately before or after class.

## **ARTICLE 8.0 – PAYROLL DEDUCTIONS**

### **8.1 GENERAL PROCEDURES**

Pursuant to Education Code Section 87833, the District will deduct from the pay of bargaining unit members and pay to the Association the normal and regular monthly Association membership dues as voluntarily authorized in writing by the bargaining unit member subject to the following conditions:

**8.1.1** The Association will provide the District with documentation to show from whom any new dues should be deducted or discontinued.

**8.1.2** The District shall not be obligated to put into effect any new, changed, or discontinued deduction until the next possible pay period.

The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article. With respect to all sums deducted by the District pursuant to authorization of the bargaining unit member, whether for membership dues, the District agrees to promptly remit monthly, within thirty (30) days following the date of deduction on the bargaining unit member's pay warrant, such moneys to the Association's designee, accompanied by an alphabetical list of bargaining unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, and indicating any changes in personnel from the list previously furnished.

### **8.2 ASSOCIATION DUES**

**8.2.1** Any requested changes to a bargaining unit member's membership status with the Association will be forwarded to the Association. The Association shall then inform the District in writing of changes in membership for any current member or person eligible for membership in the Association. Notifications received by the District on or before the 15<sup>th</sup> of the month will be processed and implemented for that month's payroll. Notifications received after the 15<sup>th</sup> of the month will be processed and implemented on the following month's payroll. The Association may request to meet and confer with the District on any changes to the deduction rates, amounts, assessments, or other obligations.

## ARTICLE 10.0 – GRIEVANCES

**8.2.2** The District will not make payroll deductions for any payroll period in which a bargaining unit member is terminated from employment or is not otherwise entitled to pay from the District.

**8.2.3** The Association fully indemnifies and holds harmless the District for dues deducted under this Article. The hold harmless provision shall apply to any claims made by an employee or any individual or organization on the employee's behalf for payroll deductions made by the District based on information provided by the Association regarding the authorization of individual employees for payroll deductions.

**8.2.4** The Association shall notify the District of any changes in its dues structure within thirty (30) days of notifying any member.

### **8.3 FACULTY DONATIONS TO THE DISTRICT**

**8.3.1** Any faculty member who wishes may make an after tax donation to the District or the Shasta College Foundation any time.

## **ARTICLE 9.0 – SAFETY CONDITIONS OF EMPLOYMENT**

The District shall conform to all the applicable safety provisions of local, state, and federal safety laws, including the Occupational Safety and Health Act (OSHA).

## **ARTICLE 10.0 – GRIEVANCES**

### **10.1 INTRODUCTION**

When a bargaining unit member believes he/she has a grievance, he/she may present said grievance only through the Faculty Association. Any bargaining unit member has the right to have representatives of their choice, from the Faculty Association, present in the grievance process. Nothing contained herein will be construed as limiting the right of any bargaining unit member having a grievance to discuss the matter informally with any appropriate member of the administration and to have the grievance adjusted without intervention by the Association, provided that the adjustment is not inconsistent with the terms of this agreement, and that the Association has been given an opportunity to state its views in regards to adjustment prior to the execution.

### **10.2 DEFINITIONS**

**10.2.1 Grievance**--disputes arising from the interpretation, application, or violation of this agreement.

**10.2.2 Grievant**--may be any members of the unit covered by the terms of this agreement or "grievant" may be the Shasta College Faculty Association (CTA/NEA).

**10.2.3 Day**--any day that the college is offering classes on the regular academic calendar, including summer.

**10.2.4 The Association** – Shasta College Faculty Association (CTA/NEA)

## ARTICLE 10.0 – GRIEVANCES

### **10.3 INFORMAL LEVEL**

Before filing a formal grievance, the grievant should attempt to resolve the grievance through an informal conference with the immediate supervisor. After the informal level, the Association shall submit grievances to the District in accordance with the following formal procedures:

### **10.4 FORMAL LEVEL**

#### **10.4.1 LEVEL I**

Within twenty (20) days after a bargaining unit member knows or reasonably should have known of the event giving rise to the grievance, if the grievant wishes to pursue the grievance, the Association may submit the grievance, in writing, to the immediate supervisor. This statement shall be a statement of the grievance, the circumstances involved, the decision rendered at the informal conference, and a specific remedy sought.

The supervisor shall communicate a decision to the Association in writing within ten (10) days after receiving the grievance. Either the grievant or the supervisor may request a conference within the above time limit. If the supervisor does not respond within the time limits, the Association may appeal to the next level.

#### **10.4.2 LEVEL II**

**10.4.2.1** In the event the grievant is not satisfied with the decision at Level I, the decision may be appealed by the Association on an appropriate form to the Vice President in charge of the grievant's area within ten (10) days. This statement should include a copy of the original grievance, the decision rendered, and a statement of the specific reasons for the appeal.

**10.4.2.2** The Vice President shall communicate a decision in writing to the Association within ten (10) days after receiving the appeal. Either the grievant or the Vice President may request a conference within the above time limits. If the Vice President does not respond within the time limits, the Association may submit an appeal to the next level.

#### **10.4.3 LEVEL III**

**10.4.3.1** If the grievant is not satisfied with the decision at Level II, the Association may within ten (10) days appeal the decision on an appropriate form to the Superintendent/ President. This statement shall include a copy of the original grievance and appeal, the decisions rendered, and a statement of the specific reasons for this appeal.

**10.4.3.2** The Superintendent/President shall communicate his decision in writing to the Association within ten (10) days. Either the Association or the Superintendent/President may request a conference within the above time limits. If the Superintendent/President does not respond within the time limits, the Association may appeal to the next level.

#### **10.4.4 LEVEL IV**

**10.4.4.1** If the grievant is not satisfied with the decision at Level III, the Association may request in writing within ten (10) days that the grievance be submitted to arbitration through the Grievance Committee of the Association as provided in Section 3543 of Chapter 10.7 to Division 4 of Title 1 of the Government Code.

**10.4.4.2** A joint request will be made to the State Mediation and Conciliation Service to provide a list of arbitrators.



## ARTICLE 11.0 – SAVINGS PROVISION

**10.4.4.3** Within ten (10) school days after receiving a list of arbitrators, the Superintendent/ President and the Grievance Committee will meet and reach agreement on a mutually acceptable arbitrator. In the absence of a mutually accepted method of selecting an arbitrator, the arbitrator will be selected by alternately striking a name from a list of five arbitrators submitted by the above-mentioned arbitration service.

**10.4.4.4** The arbitrator selected will be bound by the rules of the AAA.

**10.4.4.5** The arbitrator so selected will confer with the Superintendent/President and/or his representatives and the grievant or the Grievance Committee and hold any hearings necessary to ascertain the pertinent facts in the case. The arbitrator will issue a decision no later than thirty (30) days following the conclusion of his/her investigation. The decision will be in writing and will stipulate findings of fact, reasoning, and conclusions on the issues submitted.

**10.4.4.6** The arbitrator will be without power or authority to make any decision which requires the commission of an act prohibited by law or which violates terms of the agreement. However, it is agreed that the arbitrator is empowered to include in any award such financial reimbursement or other remedies as he/she judges to be proper.

**10.4.4.7** Any dispute regarding grievability or arbitrability may be submitted to the arbitrator by either party. However, the District has the right to have the issue of arbitrability determined prior to proceeding with the arbitration on the merits of the dispute, provided the arbitration hearing is likely to extend beyond one day. The arbitrator may make a bench decision on the issue of arbitrability with the mutual consent of the parties.

**10.4.4.8** The decision of the arbitrator will be submitted to the Board and the grievant (or the Grievance Committee in his/her behalf) and will be binding on the parties of this agreement.

**10.4.4.9** The costs of the services of the arbitrator, including related expenses, if any, will be borne equally by the Board and the grievant or the Association if they represented the grievant. All other costs will be borne by the party incurring them.

### **10.5 GENERAL PROVISIONS**

**10.5.1** If the Association fails to respond to, or meet, a timeline under any step in this Article, the grievance shall be deemed withdrawn. If the District fails to respond to, or meet, a timeline under any step in this Article, the grievance shall automatically proceed to the next step.

**10.5.2** Any award of retroactive compensation shall be limited to the sixty (60) days in which the bargaining unit member was in paid status immediately preceding the initiation of Step One of this grievance procedure.

**10.5.3** Resolutions to all grievances, at any level, shall be reduced to writing and signed by representatives of the District and the Association.

## **ARTICLE 11.0 – SAVINGS PROVISION**

If any provision of this contract or the application of such provision to any persons or circumstances shall be held invalid, the remainder of this contract or the application of such provision to persons or circumstances other than those as to which it is held invalid shall not be affected thereby.

**ARTICLE 12.0 – MISCELLANEOUS PROVISIONS**

**12.1 MEETING AND NEGOTIATING**

During the term of this agreement, except as provided herein, the Association expressly waives and relinquishes the right to meet and negotiate and agrees that the District shall not be obligated to meet and negotiate with respect to any subject or matter, whether referred to or covered in this agreement or not, even though each subject or matter may not have been within the knowledge or contemplation of either or both the District or the Association at the time they met and negotiated on and executed this agreement, and even though such subjects or matters were proposed and later withdrawn. This provision is not intended to allow the District to engage in unilateral changes of mandatory subjects of bargaining on issues which have not been negotiated by the parties.

**12.2 DIRECTING THE WORK**

Except as otherwise agreed to in this agreement, it is understood and agreed that the District retains all of its powers and authority to direct, manage, and control to the full extent of the law. Included in, but not limited to, those duties and powers is the right to: determine the times and hours of operation; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine staffing patterns and personnel requirements; maintain the efficiency of District operation; determine the curriculum; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; contract out work as legally allowed under the Education and Government Codes.

**12.3 RELEASE TIME FOR THE FACULTY ASSOCIATION**

**12.3.1** The Association shall be given 75 percent release time based upon the actual hours of instruction/work assignment time for each of the recipients of said release time. The District shall contribute backfill adjunct funding at an annual maximum of 162 hours, which was in effect for the 2008-2009 academic year, towards Association release time. Further, the Association shall reimburse the District for all actual hours of instruction/work assignment time beyond the District's annual contribution of 162 hours, using the current highest adjunct hourly lecture rate, including payroll taxes.

**12.3.2** The Association shall notify the District no later than April 15<sup>th</sup>, of the immediately preceding school year of the names of the individuals to be granted the release time.

**ARTICLE 13.0 – FACULTY SERVICE AREAS**

**13.1 DEFINITIONS**

**13.1.1** As used in this article, "**faculty service area**" shall be equivalent to "disciplines" as adopted by the Board of Governors and as they appear in the CCCCO Minimum Qualifications Handbook.

**13.1.2 "Minimum qualifications"** means those qualifications as adopted by the Board of Governors and as they appear in the Minimum Qualifications Handbook.

**13.1.3** A bargaining unit member is considered "**competent**" if he/she meets the minimum qualifications as defined in 13.1.2.

**13.2 QUALIFICATION FOR A FACULTY SERVICE AREA**

**13.2.1** A bargaining unit member employed prior to July 1, 1990, shall be eligible for qualification in any faculty service area to which he or she has been assigned for at least two semesters.

**13.2.2** A bargaining unit member employed on or after July 1, 1990, shall be eligible for qualification in any faculty service area to which he or she has met the minimum qualifications as defined in 13.1.2.

**13.2.3** A bargaining unit member may apply to the District to add faculty service areas for which the unit member qualifies.

**13.2.3.1** On or before February 15 of the academic year, the unit member shall submit an application on the appropriate form to the Office of Instruction.

**13.2.3.2** Upon receipt of the application, the Office of Instruction shall acknowledge date of the receipt by so indicating on a copy of the application given the employee at the time of submission.

**13.2.3.3** The District shall grant or deny all applications for the addition of a discipline within thirty (30) working days of their receipt. The District shall notify the applicants in writing that either the faculty service area has been entered in the applicant's personnel file or the reason for denial of the application.

**13.2.3.4** A dispute arising from an allegation that the District has improperly denied a bargaining unit member's application to qualify for a faculty service area shall be processed as a grievance according to the provisions of Article 10.

**13.2.3.5** A bargaining unit member shall not be required to reapply for a faculty service area once it has been entered in the personnel file.

**13.2.3.6** No bargaining unit member shall be assigned to a faculty service area unless the bargaining unit member has elected to qualify for that faculty service area.

**13.3 RECORDS OF FACULTY SERVICE AREAS**

**13.3.1** The District shall maintain a permanent record for each bargaining unit member employed by the District of each faculty service area for which the bargaining unit member qualifies according to Section 13.2.

**13.3.2** The District shall maintain a master list of the disciplines for which each bargaining unit member is qualified under the provisions of this article. The list shall include the name of each full-time bargaining unit member, their seniority number, all faculty service areas for which they qualify, and typical disciplines which they teach. In the event of a layoff or reduction in force, the District shall also provide lists to the Association and the Academic Senate of any administrators who have retreat rights and the faculty service area(s) in which they qualify.

**13.4 REASSIGNMENT**

**13.4.1** Bargaining unit members who have established competency under Section 13.1 shall have the right to request reassignment to any faculty service area for which they possess the minimum qualifications.

## ARTICLE 11.0 – SAVINGS PROVISION

**13.4.2** Requests shall be forwarded to the appropriate vice president, who shall grant it in whole, or part, or deny it. Should any part of the request be denied, the reasons shall be given in writing.

### **13.5 LAYOFFS AND REDUCTION IN FORCE**

**13.5.1** The District shall not reduce the number of bargaining unit members due to a decline in enrollment or the reduction or elimination of a particular kind of service except according to the following procedures:

**13.5.1.1** Bargaining unit members affected by the reduction shall be notified in writing before March 15 preceding the academic year in which the reduction is to become effective. This notice shall be sent by registered or certified mail to the most recent address on file with the Personnel Office or delivered personally.

**13.5.1.2** No tenured bargaining unit member shall be terminated under this section while any probationary bargaining unit member, or any bargaining unit member with less seniority, is retained to render service in a faculty service area in which the tenured bargaining unit member possesses the minimum qualifications and is deemed competent.

**13.5.1.3** The District shall make assignments and reassignment in a manner such that bargaining unit members shall be retained to render any service which their seniority and qualifications entitle them to render.

**13.5.2** A bargaining unit member terminated pursuant to Education Code Section 87743 shall have the rights provided for in either Education Code Section 87744 or 87745 or 87746.

**13.5.3** Within the appropriate reemployment period in 13.6, a bargaining unit member may apply under Section 6.2.2.2 for retraining. Also during this period, a bargaining unit member shall have the same rights to update the faculty service areas for which they are qualified or become qualified as those bargaining unit members not subject to layoff.

## **ARTICLE 14.0 – DISTANCE EDUCATION SYSTEMS**

**14.1** Distance Education Systems incorporate new technologies and learning methodologies not generally present in traditional lecture, discussion and laboratory approaches.

**14.2** Courses utilizing distance education systems shall be established, reviewed and approved in the same manner as other courses. Scheduling of courses using distance education systems shall be in accordance with Article 4.2.10.

**14.3** Courses utilizing distance education systems should not exceed a class size of 35 students at the first census when instructor is teaching the class for the first time online unless mutually agreed to by both instructor and supervising administrator. Article 4.2.6 applies in subsequent semesters.

**14.4** All full-time unit members, including those using distance education systems, shall attend department and division meetings, program review meetings, scheduled flex days on campus and shared governance meetings and schedule office hours in accordance with Article 2 of this Agreement.

**14.5** The hosting of online instructional content for which the college has no contractual obligation of copyright protection shall be strictly at the instructor's discretion. If they are available, instructors may use college servers to host such material; or may seek outside

## ARTICLE 11.0 – SAVINGS PROVISION

services for such, at their own expense. Instructors who use proprietary content are still bound by BP/AP 4105

**14.6** The selection of the college Course Management System shall be by a committee of active online instructors with recognized online teaching experience. This committee is encouraged to seek technical opinions from Technology Support regarding system requirements, implementation, cost-benefit, and other technology related requirements. The committee will recommend the selected CMS to the District for final evaluation.

**14.6.1** A new candidate Course Management System shall be available for testing for one (1) semester before becoming the college platform. During this testing period the candidate Course Management System may be rejected based on reported instructor and/or student experience.

**14.6.2** After a new Course Management System has been adopted, the old one will continue to be available internally and supported for one (1) semester, in order to allow instructors time to import and export content and to adapt the online course to any new / different functionality.

## **ARTICLE 15.0 – INTELLECTUAL PROPERTY RIGHTS**

### **15.1 DEFINITION**

“Intellectual Property” is an original work, concept, design, process or invention that may be copyrighted or patented.

### **15.2 INDIVIDUAL AGREEMENT**

A unit member contemplating the development of intellectual property with any potential commercial value which is to be developed in whole or in part on District time or with District resources shall enter into an agreement with the District concerning ownership of such intellectual property. The agreement shall generally provide:

15.2.1 The unit member shall own the intellectual property.

15.2.2 Any costs incurred by the District (including but not limited to stipends, released/reassigned time, equipment, or supplies) shall be reimbursed with the District receiving fifty percent of all payments received by the unit member until all costs incurred by the District have been reimbursed.

15.2.3 The District shall be granted a no-cost license, to run in perpetuity, for the use of the intellectual property for District purposes.

### **15.3 EXTRAORDINARY CIRCUMSTANCES**

If it can reasonably be anticipated that a particular project has significant potential commercial value and/or the District support is substantial, the District may require that the individual agreement provide for the sharing of any profits.

**15.4** This article shall not be subject to Article 10, Grievance.

**ARTICLE 16.0 – PART-TIME REEMPLOYMENT PREFERENCE**

**16.1 DEFINITION**

For the purposes of this section, a business day is defined as any day when the District's Administrative offices are open for business.

**16.2 PART-TIME BARGAINING UNIT MEMBER QUALIFICATIONS**

Every part-time bargaining unit member must meet any local qualifications and the minimum qualifications for the discipline to which they are assigned as approved by the California Community College Board of Governors.

**16.3 REEMPLOYMENT POOL**

- a. The District shall maintain a reemployment preference pool (Pool), which is designed to provide reasonable continuity, protection and predictability to both bargaining unit members and the District relative to the on-going process of making class assignments. This Pool shall be maintained and updated by the Human Resources Department.
- b. All part-time bargaining unit members employed as of August 16, 2021, will be placed in the Pool. Part-time faculty will remain in the Pool unless a subsequent evaluation determines removal from the Pool, as described below.
- c. The Pool shall identify the part-time unit member's seniority date and courses previously taught. When making assignments, the District shall adhere to Article 16.5 Reemployment Preference and Assignment.
- d. If, in an evaluation after initial placement into the Pool, the part-time bargaining unit member earns ratings below "Meets" in any category, the supervising administrator will determine if the member a) remains in the Pool, b) is removed from the Pool, or c) remains in the Pool pending completion of an improvement plan, which should take place within two semesters, but may be extended based on the availability of courses and the member's availability to be assigned courses. Upon completion of the Performance Improvement Plan, the supervising administrator will make the final determination if the member will remain in the Pool. This final determination will include consideration of the part-time bargaining unit member's historical performance and performance during the Performance Improvement Plan. If the member fails to complete the improvement plan within the timeframe stated in the plan, and the member earns ratings below "Meets" in any category, they must be removed from the pool.
- e. A part-time bargaining member may be removed from the pool, at any time, if there are significant behavioral issues between evaluations that impact student learning.
- f. Part-time bargaining unit members must be notified in writing if they are being removed from the Pool. They will then have the opportunity for a conference with the supervising administrator, and, if requested, a Faculty Association representative. The part-time bargaining unit member must request the conference in writing within ten (10) business days of notification. After the conference, the supervising administrator will notify the part-time bargaining unit member of the final determination within five (5) business days.
- g. If removed from the Pool, part-time bargaining unit members may appeal the decision, in writing, to the appropriate Vice President. The Vice President's decision will be rendered within ten (10) business days of receiving the written appeal and will be considered final.

- h. When removed due to a performance evaluation, part-time bargaining unit members will re-enter the Pool if they earn “Meets” or better in each category in a subsequent evaluation and have not been disqualified from the pool under section 16.5.4(d). Evaluation deadlines in this article may be extended by mutual agreement between the Faculty Association and District. A year for this purpose will be July 1 to June 30.
- i. Part-time Faculty will be removed from the Pool after two consecutive semesters with no assignments unless the faculty member has requested to remain in the Pool and the Dean has confirmed it is likely the faculty will be offered an assignment in the upcoming academic year. Part-time faculty shall maintain seniority pursuant to Article 16.5.4.d.

#### **16.4 ASSIGNMENT REQUEST PROCEDURE**

- a. The Human Resources Department, Office of Instruction, or appropriate Division will send part-time bargaining unit members a Part-time Assignment Availability and Request Form each semester and summer session. Part-time bargaining unit members shall complete this form each semester and summer session. Non-instructional part-time bargaining unit members will complete a Calendar Form requesting their assignment for each semester. Part-time bargaining unit members shall be notified of the form due date at least ten (10) business days prior to the due date.
- b. Using the requests from the Assignment Availability and Request Forms submitted by the instructional part-time bargaining unit member, the Supervising Administrator shall assign part-time bargaining unit members from the Pool at least one class and up to 67% of a full-time load, subject to the exceptions stated in section 16.5.
- c. Using the request from the Calendar Form submitted by the non-instructional part-time bargaining unit member the Supervising Administrator shall assign non-instructional part-time bargaining unit members from the Pool up to 900 hours, subject to the exceptions stated in section 16.5.

#### **16.5 REEMPLOYMENT PREFERENCE AND ASSIGNMENT**

**16.5.1** Relative experience with relevant courses, currency of knowledge, qualifications, and program need will be considered in all assignments. The factors to be considered, in no order of priority, include, but are not limited to:

- a. Employee qualifications to carry out the assignment, including but not limited to pedagogical technologies training;
- b. Expertise and/or demonstrated practical experience in specific requirements of the assignment;
- c. Employee ability to use and expose students to current information, technology and skills required in assignment;
- d. Employee availability at time of need;
- e. An employee’s course assignment pattern over the previous four (4) semesters.

**16.5.2** Re-employment and assignment from the part-time hiring Pool applies to the assignment of part-time bargaining unit members only and is subject to the following exceptions, as determined by the District:

## ARTICLE 11.0 – SAVINGS PROVISION

- a. The hiring of additional full-time bargaining unit members requiring a reduction in the number of available classes or work assignments to part-time bargaining unit member;
- b. The need to fill the contract for a full-time bargaining unit member.

**16.5.3** Part-time assignments may be made on a conditional basis relating to enrollment, non-instructional needs, and/or budget with the understanding that changes may be made to the assignment before or after the start of the semester. When and if changes are made to an assignment, the following shall apply:

- a. If a class is canceled before the start of the semester an alternate work assignment may be offered, if available;
- b. Nothing in this provision entitles a part-time bargaining unit member to an alternative assignment or bumping rights;
- c. The parties acknowledge that from time to time, there may be a new position, area of need, or course requiring additional qualifications, expertise, or specialization. In these instances, the District may consider the qualifications and any additional information supplied by current part-time bargaining unit member prior to hiring external candidates.

**16.5.4** When the District determines that more than one part-time bargaining unit member from the Pool would be equally qualified for a requested assignment based on considerations outlined in Section 16.5.1, the assignment will be based on seniority.

- a. If two or more part-time bargaining unit members have the same hire date, seniority placement will be determined by the total number of courses taught since their hire date. If the total number of courses taught since the hire date is identical, their seniority standing will be determined by lot. For non-instructional bargaining unit members hired on the same date, seniority placement must be determined by the total number of days of service since their hire date. If the total number of days of service is identical, their seniority standing must be determined by lot.
- b. Should additional course sections become available, they will be offered to unit members with the most seniority within the Faculty Service Area qualified to teach the course.
- c. Seniority shall be determined by the original date of hire as a part-time bargaining unit member in the department or similar unit, not prior service with the District as administrators or classified personnel. Full-time instructional bargaining unit members who retire and become part-time bargaining unit members within one year of retirement will automatically enter the Pool. Their seniority placement will be based on the total number of overloads taught in the last 3.5 years of teaching. For non-instructional full-time bargaining unit members who retire and become part-time bargaining unit members, seniority placement must be based on the total number of days of service in the last 3.5 years of service. Once the bargaining unit member has been evaluated as a part-time bargaining unit member for the first time since retirement, they are subject to the same policies outlined in 16.3 above regarding their retention in the Pool. However, under no circumstances will a full-time member bump a part-time member simply to retain an overload in the form of load banking or an extra pay assignment. The seniority list will be updated and published by the



## ARTICLE 11.0 – SAVINGS PROVISION

District at the end of each semester. This list will include the faculty service areas for each member on the list. All assignments will be based upon the most current seniority list at the time of scheduling.

- d. A part-time bargaining unit member may lose their seniority hire date and eligibility for re-employment preference if a part-time bargaining unit member is not employed for twenty-four (24) months. A part-time bargaining unit member may lose their seniority hire date and eligibility for re-employment preference if removed from the Pool in accordance with section 16.3 above. Subsequent re-employment preference shall be subject to the eligibility requirements outlined above. If the part-time bargaining unit member is rehired, their new hire date will be their seniority date.

**16.5.5** In all cases, part-time assignments are temporary in nature, contingent on enrollment and funding, and subject to program changes. No part-time bargaining unit member has reasonable assurance of continued employment at any point, irrespective of the status, length of service, or reemployment preference of that part-time, temporary bargaining unit member.

**16.5.6** Part-time coaching assignments are excluded from the provisions of this article.

**16.5.7** Nothing in the above is to be construed as granting "bumping" rights to part-time faculty unit members on the basis of seniority should any given part-time bargaining unit member's class not make. Seniority, although worthy of note, will not be a deciding factor should a unit member apply for a full-time position with the district.

### **16.6 NOTIFICATION OF ASSIGNMENT**

- a. Part-time bargaining unit members shall be notified in writing of, and accept in writing, whenever possible, a proposed assignment. Notification and response should take the form of a letter or email but may not be verbal.
- b. When declining a written proposed assignment under part (a), part-time bargaining unit members shall inform their Supervising Administrator, in writing, within ten (10) business days of receipt of the written proposed assignment. Failure to do so may mean the proposed assignment may be reassigned to another bargaining unit member and may result in removal from the Pool.
- c. The Supervising Administrator shall notify the part-time bargaining unit member when there is a change of assignment, loss of existing assignment, or lack of any assignment. The part-time bargaining unit member may request a meeting with the Supervising Administrator to discuss the change of assignment, loss of existing assignment, or lack of any assignment. Part-time bargaining unit members are subject to such assignments or change in assignment in the best interests of the District.
- d. Part-time bargaining unit members shall receive written confirmation of their assignment as approved by the Supervising Administrator. Whenever possible, notification shall be made at least six (6) weeks prior to the beginning of the assignment.
- e. Inability to take an assignment already agreed to shall not entitle the part-time bargaining unit member to an alternative assignment for that semester.

ARTICLE 11.0 – SAVINGS PROVISION

- 1 f. A non-instructional assignment that has been offered to a bargaining unit  
2 member may be cancelled by the District at any time before the first scheduled  
3 duty day for the assignment or at any time during the term of the assignment if  
4 conditions arise, as determined by the District, which make maintaining the  
5 assignment impractical.  
6

7 **16.7 LEAVES OF ABSENCE**  
8

9 A part-time bargaining unit member who is granted a leave under Article 6 maintains  
10 all rights provided for under this Article in the same manner as if that employee had  
11 worked in his or her similar assignment rather than taking leave. A part-time  
12 bargaining unit member who is not granted leave but who signs an agreement for an  
13 assignment and then rescinds any or all of it less than one month prior to the  
14 assignment beginning will lose Pool rights until the next evaluation, at which time the  
15 unit member will be subject to the same policies outlined in 16.3 above regarding  
16 their retention in the Pool.

**ARTICLE 17.0 – COMPLETION OF MEET AND NEGOTIATIONS**

**Shasta-Tehama-Trinity Joint  
Community College District**

**Shasta College Faculty  
Association/CTA/NEA**

\_\_\_\_\_  
Joe Wyse  
District Superintendent/President

\_\_\_\_\_  
Elizabeth Waterbury  
Interim President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# APPENDICES

# APPENDIX A

## CALENDARS

# Shasta College 2022-23 All District Calendar

4	Independence Day Observance	<table><tr><th colspan="7">JULY 2022</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>H</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	JULY 2022							S	M	T	W	Th	F	S						1	2	3	H	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<table><tr><th colspan="7">JANUARY 2023</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td>1</td><td>H</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td></td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>15</td><td>H</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>	JANUARY 2023							S	M	T	W	Th	F	S	1	H	3	4	5	6	7	8		9	10	11	12	13	15	H	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					2 New Year's Day Obs. Holiday 13 Mandatory FLEX Day 16 Dr. M.L. King Jr. Day Holiday 17 Spring Semester Begins 11 Instructional Days 4 Floating Flex Days							
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Fall Semester Total Days: 82  Start/End of Semester


Spring Semester Total Days: 82

Total Instructional Days: 164

FLEX Days: 11

Administrative Total Working Days: 246

 Floating FLEX Day \*\*\*

 Holidays

 Scheduled Mandatory FLEX Day

 Spring Recess

All Academic Year Classified Employees must work 175 days. Please obtain Supervisor approval on annual work schedule form.

\*\*Holiday placement in-between semesters is subject to CSEA approval

\*\*\*Floating Flex Days are mandatory for instructional faculty except where noted in Article 4.8.7

Board of Trustee Original Approval 12/15/2021

Revision submitted 10/27/22

**APPENDIX B**  
**FACULTY EVALUATION**  
**DOCUMENTS/FORMS**

## **Student Opinion Survey – Athletic Trainer**

1. The athletic trainer presented information in my health interview that was relevant, helpful, and in terms I could understand.
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
2. The athletic trainer is friendly, supportive, and approachable.
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
3. I was assisted in a professional and confidential manner.
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
4. The athletic trainer allowed time to listen to me and answered my questions.
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
5. The athletic trainer demonstrates open-mindedness to all students in class, regardless of their age, gender, ethnicity, disability, sexual orientation, religious preference, or cultural background.
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
6. The athletic trainer treats me with respect.
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
7. The athletic trainer treats other students with respect.



- a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
8. Students feel they can go to the athletic trainer for help.
- a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
9. The athletic trainer is knowledgeable about issues of athletic health and wellness.
- a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
10. The athletic trainer takes time to research questions they cannot answer.
- a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
11. The athletic trainer is knowledgeable about campus and community resources and services.
- a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
12. I would recommend this athletic trainer to other students.
- a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable

Written responses:

13. Please reflect on your responses above and explain what you feel are the strengths of this athletic trainer.
14. What could this athletic trainer improve upon? Please explain.

## **Student Opinion Survey – Counselor**

1. What kind of counseling appointment was this?
  - a. Drop-in appointment
  - b. Scheduled appointment
  - c. Workshop presentation
2. The purpose of the counseling appointment was (check any that apply)
  - a. New student counseling
  - b. Academic counseling
  - c. Review of educational plan
  - d. Career counseling
  - e. Probation review
  - f. Personal counseling
  - g. Appointment was required by some other department (such as CalWorks, PACE, EOPS, etc.)
3. How long was your counseling session?
  - a. 10 minutes
  - b. 20 minutes
  - c. 30 minutes
  - d. More than 30 minutes
4. How many times have you met with this counselor?
  - a. This was the first time
  - b. 2-3 times
  - c. More than 3 times
5. I felt comfortable with this counselor
  - a. Strongly agree
  - b. Mildly agree
  - c. Neither agree nor disagree
  - d. Mildly disagree
  - e. Strongly disagree
6. The counselor was helpful to me in seeking to find solutions to my problems
  - a. Strongly agree
  - b. Mildly agree
  - c. Neither agree nor disagree
  - d. Mildly disagree
  - e. Strongly disagree
  - f. I did not have the opportunity to evaluate this

7. The counselor answered my questions
  - a. Strongly agree
  - b. Mildly agree
  - c. Neither agree nor disagree
  - d. Mildly disagree
  - e. Strongly disagree
  - f. I did not have the opportunity to evaluate this
8. The counselor was attentive to me and seems to care about my educational progress
  - a. Strongly agree
  - b. Mildly agree
  - c. Neither agree nor disagree
  - d. Mildly disagree
  - e. Strongly disagree
9. The counselor was knowledgeable about academic programs and requirements for completing them
  - a. Strongly agree
  - b. Mildly agree
  - c. Neither agree nor disagree
  - d. Mildly disagree
  - e. Strongly disagree
  - f. I did not have the opportunity to evaluate this
10. The counselor was knowledgeable about campus resources and services
  - a. Strongly agree
  - b. Mildly agree
  - c. Neither agree nor disagree
  - d. Mildly disagree
  - e. Strongly disagree
  - f. I did not have the opportunity to evaluate this
11. The counselor treated me fairly with respect to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background.
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. Not applicable
12. The counselor cares about my success as a student.
  - a. Strongly agree
  - b. Mildly agree
  - c. Neither agree nor disagree

- d. Mildly disagree
- e. Strongly disagree

13. I would recommend this counselor to other students

- a. Strongly agree
- b. Mildly agree
- c. Neither agree nor disagree
- d. Mildly disagree
- e. Strongly disagree

For students meeting with a PACE counselor, please complete the following:

14. The counselor understands the nature of my challenges and how it affects my educational goals

- a. Strongly agree
- b. Mildly agree
- c. Neither agree nor disagree
- d. Mildly disagree
- e. Strongly disagree
- f. I did not have the opportunity to evaluate this

15. The counselor assisted me with the accommodations I need

- a. Strongly agree
- b. Mildly agree
- c. Neither agree nor disagree
- d. Mildly disagree
- e. Strongly disagree
- f. I did not have the opportunity to evaluate this

For students meeting with a CalWorks or EOPS counselor, please complete the following:

16. The counselor effectively assisted me in understanding and complying with CalWorks and/or EOPS eligibility and service requirements

- a. Strongly agree
- b. Mildly agree
- c. Neither agree nor disagree
- d. Mildly disagree
- e. Strongly disagree
- f. I did not have the opportunity to evaluate this

17. The counselor demonstrated an understanding of barriers affecting my education and useful strategies for overcoming those barriers

- a. Strongly agree
- b. Mildly agree
- c. Neither agree nor disagree
- d. Mildly disagree

- e. Strongly disagree
- f. I did not have the opportunity to evaluate this

Written responses:

18. Please reflect on your responses above and explain what you feel are the strengths of this counselor.
19. What could this counselor improve upon? Please explain.

## Student Opinion Survey – Instructor In-Person

1. The instructor demonstrates enthusiasm for and interest in the subject matter.
  - a. Always
  - b. Usually
  - c. Sometimes
  - d. Rarely
  - e. Never
2. The instructor communicates ideas and expectations clearly, concisely, and effectively.
  - a. Always
  - b. Usually
  - c. Sometimes
  - d. Rarely
  - e. Never
3. The instructor answers questions effectively.
  - a. Always
  - b. Usually
  - c. Sometimes
  - d. Rarely
  - e. Never
4. The instructor creates a stimulating, supportive, and encouraging environment.
  - a. Strongly agree
  - b. Agree
  - c. Somewhat agree
  - d. Unsure
  - e. Disagree
5. The instructor balances praise with instruction that corrects students' shortcomings.
  - a. Strongly agree
  - b. Agree
  - c. Somewhat agree
  - d. Unsure
  - e. Disagree
6. The instructor demonstrates open-mindedness to all students in class, regardless of their age, gender, ethnicity, disability, sexual orientation, religious preference, or cultural background.
  - a. Strongly agree
  - b. Agree
  - c. Somewhat agree

- d. Unsure
- e. Disagree

7. The instructor makes each day's learning goals clear.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

8. The instructor is prepared and organized.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

9. The instructor uses class time efficiently.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

10. The instructor has clear grading policies and practices.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

11. The instructor returns graded material within a reasonable timeframe.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

12. The instructor directs us to appropriate resources.

- a. Often
- b. When needed
- c. Sometimes
- d. Rarely
- e. Never

13. The instructor encourages us to appreciate different perspectives and solutions to problems on the subject matter.

- a. Often
- b. Sometimes
- c. Rarely
- d. Never

14. The methods the instructor uses are appropriately challenging.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

15. The instructor uses technology appropriately to enhance learning.

- a. Often
- b. When needed
- c. Sometimes
- d. Rarely
- e. Never

16. The instructor cares about our success as students.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

17. The instructor treats me with respect.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

18. The instructor treats other students with respect.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

19. Students feel they can go to the instructor for help.



- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

20. I would recommend this instructor to other students.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

Written responses:

21. Please reflect on your responses above and explain what you feel are the strengths of this instructor.

22. What could the instructor improve upon? Please explain.

## **Student Opinion Survey – Library Orientation**

1. The objectives of the presentation were
  - a. Completely clear
  - b. Mostly clear
  - c. Not completely clear
  - d. There were no stated objectives
2. The presenter was well organized and prepared
  - a. Strongly agree
  - b. Mostly agree
  - c. Mostly disagree
  - d. Strongly disagree
3. The presenter's explanation of concepts and principles were
  - a. Always understood
  - b. Usually understood
  - c. Seldom understood
  - d. Never understood
4. The presenter's presentation of the material
  - a. Really captured my interest
  - b. Was usually interesting
  - c. Sparked my interest only occasionally
  - d. Was very uninteresting to me
5. The presenter invited questions and interaction from the students
  - a. Strongly agree
  - b. Mostly agree
  - c. Mostly disagree
  - d. Strongly disagree
6. The presenter answered questions fully and effectively
  - a. Strongly agree
  - b. Mostly agree
  - c. Mostly disagree
  - d. Strongly disagree
7. With consideration to age, gender, ethnicity, disability, sexual orientation, religious preference and cultural background, the presenter was:
  - a. Open-minded and sensitive to all students

- b. Usually sensitive to most students
  - c. Occasionally insensitive to students
  - d. Openly disdainful or disrespectful to students
  - e. Unable to evaluate
8. I would feel comfortable going to the presenter in the future if I needed help on research or other library services
- a. Strongly agree
  - b. Mostly agree
  - c. Mostly disagree
  - d. Strongly disagree
9. Overall this presenter will
- a. Be strongly recommended as one of the best
  - b. Probably be recommended as good
  - c. Might be recommended, but with reservations
  - d. Not be recommended

Written responses:

10. Please reflect on your responses above and explain what you feel are the strengths of this presenter.
11. What could this presenter improve upon? Please explain.

## Student Opinion Survey – Instructor Online

1. The instructor demonstrates enthusiasm for and interest in the subject matter.
  - a. Always
  - b. Usually
  - c. Sometimes
  - d. Rarely
  - e. Never
2. The instructor communicates ideas and expectations clearly, concisely, and effectively.
  - a. Always
  - b. Usually
  - c. Sometimes
  - d. Rarely
  - e. Never
3. The instructor answers questions effectively and in a timely manner.
  - a. Always
  - b. Usually
  - c. Sometimes
  - d. Rarely
  - e. Never
4. The instructor creates a stimulating, supportive, and encouraging environment.
  - a. Strongly agree
  - b. Agree
  - c. Somewhat agree
  - d. Unsure
  - e. Disagree
5. The instructor gives student the opportunity to interact with the instructor and other students in class discussions.
  - a. Strongly agree
  - b. Agree
  - c. Somewhat agree
  - d. Unsure
  - e. Disagree
6. The instructor demonstrates open-mindedness to all students in class, regardless of their age, gender, ethnicity, disability, sexual orientation, religious preference, or cultural background.
  - a. Strongly agree
  - b. Agree

- c. Somewhat agree
- d. Unsure
- e. Disagree

7. The instructor makes the learning goals and timelines clear.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

8. The instructor has clearly organized course content.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

9. The instructor has clearly defined grading policies.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

10. The instructor returns graded work within a reasonable time frame.

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

11. The instructor directs us to appropriate resources.

- a. Often
- b. When needed
- c. Sometimes
- d. Rarely
- e. Never

12. The instructor encourages us to appreciate different perspectives and solutions to problems on the subject matter.

- a. Often
- b. Sometimes
- c. Rarely

d. Never

13. The methods the instructor uses are appropriately challenging.

- a. Often
- b. When needed
- c. Sometimes
- d. Rarely
- e. Never

14. The instructor cares about our success as students.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

15. The instructor treats me with respect.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

16. The instructor treats other students with respect.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

17. Students feel they can go to the instructor for help.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

18. I would recommend this instructor to other students.

- a. Strongly agree
- b. Agree
- c. Somewhat agree
- d. Unsure
- e. Disagree

Written responses:

19. Please reflect on your responses above and explain what you feel are the strengths of this instructor.
20. What could the instructor improve upon? Please explain.

## **Student Opinion Survey – Psychological Counselor**

1. The psychological counselor is easy to approach, easy to talk to
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
2. The psychological counselor is open minded to all students with respect to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background.
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
3. The psychological counselor shows respect for me and does not try to minimize my experiences or feelings
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
4. The psychological counselor communicates information in a way that is clear to me
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
5. The psychological counselor was knowledgeable about areas I need help in
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
6. The psychological counselor is knowledgeable about other campus and community resources
  - a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
7. The psychological counselor encourages me to build support systems outside of therapy



- a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
8. The psychological counselor cares about my wellbeing
- a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
9. I would return to the psychological counselor in the future if I needed to
- a. Very true
  - b. Moderately true
  - c. Not true
  - d. I did not have the opportunity to evaluate this
10. The psychological counselor demonstrated an understanding of barriers affecting my education and useful strategies for overcoming those barriers
- a. Strongly agree
  - b. Mildly agree
  - c. Neither agree nor disagree
  - d. Mildly disagree
  - e. Strongly disagree
  - f. I did not have the opportunity to evaluate this

Written responses:

11. Please reflect on your responses above and explain what you feel are the strengths of this psychological counselor.
12. What could this psychological counselor improve upon? Please explain.

## Worksite Observation – Athletic Trainer

<b>Peer Evaluator:</b>	
<b>Faculty member observed:</b>	
<b>Semester:</b>	
<b>Observation date:</b>	
<b>Observation start time:</b>	
<b>Observation finish time:</b>	
<b>Approximate number of students present:</b>	

<b>Signature of Peer Evaluator:</b>	<b>Date:</b>

<b>Signature of faculty member being observed:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

**\* OPTIONAL:** Response from faculty member being observed. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the supervising administrator and will be attached to this observation.

--

### I. Brief description of the worksite observed (max 100 words):

--

### II. Interaction with students: Does the faculty member

- Communicate in an inclusive manner with students; create an effective learning environment?
- Provide information to the injured student athlete related to their injury, treatment, and rehabilitation?
- Demonstrate sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background?

*Please comment on each bullet point and provide evidence from the observation:*

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III. Interaction with colleagues: Does the faculty member	
<ul style="list-style-type: none"> <li>• Maintain communication with all coaches and administrators in regard to the health status of student athletes participating in intercollegiate sports activities?</li> <li>• Provide first aid education to coaches for the purpose of immediate care to the student athlete?</li> <li>• Periodically review the emergency action plan with all coaches and officials, including the roles of all people involved?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

IV. Knowledge and professional competence: Does the faculty member	
<ul style="list-style-type: none"> <li>• Demonstrate up-to-date knowledge in the treatment and care of athletic injuries?</li> <li>• Demonstrate an effective method of immediate response to student athletes who may be injured at practice or in competition?</li> <li>• Maintain a clean and sanitary environment for the care of injuries?</li> <li>• Maintain and properly secure all medical information on student athletes?</li> <li>• Maintain current certification or licensure?</li> <li>• Demonstrate effective use of technology?</li> <li>• Work within their scope of practice, utilizing current best-practice standards of care?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

V. Other:

**Conclusions:**

Strengths as indicated in the observation:
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<b>Areas for improvement as indicated in the observation:</b>

## Worksite Observation – Counselor

<b>Peer Evaluator:</b>	
<b>Faculty member observed:</b>	
<b>Semester:</b>	
<b>Observation date:</b>	
<b>Observation start time:</b>	
<b>Observation finish time:</b>	
<b>Approximate number of students present:</b>	

<b><i>Signature of Peer Evaluator:</i></b>	<b><i>Date:</i></b>

<b><i>Signature of faculty member being observed:</i></b>	<b><i>Date:</i></b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* <i>OPTIONAL:</i></b> Response from faculty member being observed. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the supervising administrator and will be attached to this observation.</p>

<b>I. Brief description of the worksite observed (max 100 words):</b>

<b>II. Interaction with students:</b> Does the faculty member
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<ul style="list-style-type: none"> <li>• Respond to students and create an effective counseling environment?</li> <li>• Help students define and seek solutions to problems?</li> <li>• Show initiative and the ability to act proactively to prevent future difficulties?</li> <li>• Research questions brought by students, or direct students to appropriate sources of information and services?</li> <li>• Demonstrate effective communication with students?</li> <li>• Document interactions with students?</li> <li>• Demonstrate sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>
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<b>III. Knowledge:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of educational programs, matriculation processes, graduation requirements, prerequisites, and resources for students?</li> <li>• Demonstrate knowledge of appropriate assessment tools?</li> <li>• Maintain current knowledge regarding counseling and academic issues?</li> <li>• Demonstrate effective use of technology?</li> <li>• Work within their scope of practice, utilizing current practice standards?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<b>IV. Other:</b>

**Conclusions:**

<b>Strengths as indicated in the observation:</b>

<b>Areas for improvement as indicated in the observation:</b>

## Worksite Observation – In-Person Instructor

<b>Peer Evaluator:</b>	
<b>Faculty member observed:</b>	
<b>Class observed (example: AGNR-60):</b>	
<b>Type of class observed (lecture, lab, other):</b>	
<b>Semester:</b>	
<b>Observation date:</b>	
<b>Observation start time:</b>	
<b>Observation finish time:</b>	
<b>Approximate number of students present:</b>	

<b>Signature of Peer Evaluator:</b>	<b>Date:</b>

<b>Signature of faculty member being observed:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* OPTIONAL:</b> Response from faculty member being observed. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the supervising administrator and will be attached to this observation.</p>

<b>I. Brief description of the worksite observed (max 100 words):</b>

<b>II. Course objectives:</b> Does the faculty member				
<ul style="list-style-type: none"> <li>Address one or more of the course objectives from the approved course outline of record? (Course outline of record available at <a href="http://www.curricunet.com/shasta">www.curricunet.com/shasta</a>.)</li> </ul>	<b>Yes</b>		<b>No</b>	
	Please list the course objectives addressed during the observation:			

<b>III. Engagement with students:</b> Does the faculty member
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<ul style="list-style-type: none"> <li>• Demonstrate enthusiasm for and interest in the subject matter?</li> <li>• Communicate ideas and expectations clearly, concisely, and effectively?</li> <li>• Create a stimulating, supportive, and encouraging environment balancing praise with instruction that corrects shortcomings?</li> <li>• Answer questions effectively and encourages student engagement?</li> <li>• Demonstrate sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>
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<b>IV. Preparation, organization, and content:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Demonstrate currency and appropriate depth of knowledge in the discipline?</li> <li>• Prepare and organize appropriately for the session?</li> <li>• Use time efficiently?</li> <li>• Incorporate culturally responsive practices?</li> <li>• Provide appropriate resources?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<b>V. Instructional delivery:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Teach students to appreciate different perspectives on and solutions to problems/issues in the subject matter?</li> <li>• Use methods of instruction challenging to the students?</li> <li>• Foster critical thinking and problem solving?</li> <li>• Use technology appropriately to enhance learning?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<b>VI. Other:</b>

**Conclusions:**

<b>Strengths as indicated in the observation:</b>

<b>Areas for improvement as indicated in the observation:</b>

## Worksite Observation – Librarian

<b>Peer Evaluator:</b>	
<b>Faculty member observed:</b>	
<b>Semester:</b>	
<b>Observation date:</b>	
<b>Observation start time:</b>	
<b>Observation finish time:</b>	
<b>Approximate number of students present:</b>	

<b>Signature of Peer Evaluator:</b>	<b>Date:</b>

<b>Signature of faculty member being observed:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* OPTIONAL:</b> Response from faculty member being observed. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the supervising administrator and will be attached to this observation.</p>

<b>I. Brief description of the worksite observed (max 100 words):</b>

<b>II. Interaction with students:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>Communicate information clearly, concisely, and effectively?</li> <li>Assist students in locating materials of appropriate content, depth, and veracity?</li> <li>Support and promote ethical information and scholarly communication practices?</li> <li>Demonstrate mindfulness of FERPA practices and protect library users' rights to privacy?</li> <li>Demonstrate sensitivity and open-mindedness to all students with consideration</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background?	
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<b>III. Instructional delivery:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Present objectives of the lesson?</li> <li>• Tailor presentation to assignment?</li> <li>• Communicate information clearly, concisely, and effectively?</li> <li>• Foster critical thinking and problem solving?</li> <li>• Demonstrate fluency in the research process?</li> <li>• Demonstrate knowledge of variety of library resources and formats available to answer questions or complete assignment?</li> <li>• Provide relevant resources and materials for assignment?</li> <li>• Use technology appropriately to enhance learning?</li> <li>• Utilize a variety of instructional methods as appropriate?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<b>IV. Knowledge and professional competence:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Demonstrate appropriate knowledge of resources, services, and platforms specific to the library to meet professional responsibilities?</li> <li>• Demonstrate appropriate expertise with other technology and software to meet professional responsibilities?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<b>V. Other:</b>

**Conclusions:**

<b>Strengths as indicated in the observation:</b>

<b>Areas for improvement as indicated in the observation:</b>

## Worksite Observation – Online Instructor

<b>Peer Evaluator:</b>	
<b>Faculty member observed:</b>	
<b>Class observed (example: AGNR-60):</b>	
<b>Type of class observed (lecture, lab, other):</b>	
<b>Semester:</b>	
<b>Observation date(s):</b>	

<b>Signature of Peer Evaluator:</b>	<b>Date:</b>

<b>Signature of faculty member being observed:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* OPTIONAL:</b> Response from faculty member being observed. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the supervising administrator and will be attached to this observation.</p>

<b>I. Brief description of the course components observed (max 100 words):</b>

<b>II. Course objectives:</b> Does the faculty member				
<ul style="list-style-type: none"> <li>Address one or more of the course objectives from the approved course outline of record? (Course outline of record available at <a href="http://www.curricunet.com/shasta">www.curricunet.com/shasta</a>.)</li> </ul>	<b>Yes</b>		<b>No</b>	
	<i>Please list the course objectives addressed during the observation:</i>			

<b>III. Engagement with students:</b> The faculty member engages in the following (recommended doing at least two of these weekly, more often in a short-term course):
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<ul style="list-style-type: none"> <li>• Interacts with students in a way that is substantive, regular, and predictable</li> <li>• Provides opportunities for substantive interaction between students</li> <li>• Directs instruction (anticipatory sets at beginning of a unit, recorded video lesson, other presentation material, announcement recapping salient points in a discussion)</li> <li>• Assesses or provides feedback on a student's coursework</li> <li>• Provides information or responds to questions about the content of a course or competency; answers questions effectively</li> <li>• Facilitates a group discussion regarding the content of a course or competency</li> <li>• Creates a stimulating, supportive, and encouraging environment balancing praise with instruction that corrects shortcomings</li> <li>• Demonstrates sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>
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<b>IV. Preparation, organization, and content:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Demonstrate currency and appropriate depth of knowledge in the discipline?</li> <li>• Provide clear and consistent assignment expectations and participation guidelines?</li> <li>• Organize the modules, units, or assignments in a consistent way?</li> <li>• Incorporate culturally responsive practices?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<ul style="list-style-type: none"> <li>• Provide appropriate resources?</li> <li>• Make the course accessible to all learners (captioning, text accessible to screen readers, etc.)</li> </ul>	
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<b>V. Instructional delivery:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Encourage students to appreciate different perspectives on and solutions to problems/issues in the subject matter?</li> <li>• Use methods of instruction challenging to the students?</li> <li>• Foster critical thinking and problem solving?</li> <li>• Use technology appropriately to enhance learning?</li> <li>• Provides meaningful course work that invites collaboration, and includes multiple methods to support varying learning styles?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<b>VI. Other:</b>

**Conclusions:**

<b>Strengths as indicated in the observation:</b>

<b>Areas for improvement as indicated in the observation:</b>



## Worksite Observation – Psychological Counselor

<b>Peer Evaluator:</b>	
<b>Faculty member observed:</b>	
<b>Class observed (example: AGNR-60):</b>	
<b>Type of class observed (lecture, lab, other):</b>	
<b>Semester:</b>	
<b>Observation date:</b>	
<b>Observation start time:</b>	
<b>Observation finish time:</b>	
<b>Approximate number of students present:</b>	

<b><i>Signature of Peer Evaluator:</i></b>	<b><i>Date:</i></b>

<b><i>Signature of faculty member being observed:</i></b>	<b><i>Date:</i></b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* <i>OPTIONAL:</i></b> Response from faculty member being observed. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the supervising administrator and will be attached to this observation.</p>

<b>I. Brief description of the worksite observed (max 100 words):</b>

<b>II. Engagement with students:</b> Does the faculty member
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<ul style="list-style-type: none"> <li>• Demonstrate enthusiasm for and interest in the subject matter?</li> <li>• Communicate ideas and expectations clearly, concisely, and effectively?</li> <li>• Create a stimulating, supportive, and encouraging environment balancing praise with instruction that corrects shortcomings?</li> <li>• Answer questions effectively and encourages student engagement?</li> <li>• Demonstrate sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>
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<b>III. Preparation, organization, and content:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Demonstrate currency and appropriate depth of knowledge in the discipline?</li> <li>• Prepare and organize appropriately for the session?</li> <li>• Use time efficiently?</li> <li>• Incorporate culturally responsive practices?</li> <li>• Provide appropriate resources?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<b>IV. Instructional delivery:</b> Does the faculty member	
<ul style="list-style-type: none"> <li>• Teach students to appreciate different perspectives on and solutions to problems/issues in the subject matter?</li> <li>• Use methods of instruction challenging to the students?</li> <li>• Foster critical thinking and problem solving?</li> <li>• Use technology appropriately to enhance learning?</li> </ul>	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>

<b>V. Other:</b>

**Conclusions:**

<b>Strengths as indicated in the observation:</b>

<b>Areas for improvement as indicated in the observation:</b>

## Self-Appraisal – Instructional

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-F25):</b>	

<b>Signature of tenured faculty member:</b>	<b>Date:</b>
<i>Signing means the faculty member understands that an Evaluation Committee may not cite an honest self appraisal of areas for growth as evidence of failure to achieve an evaluation goal.</i>	

### I. Teaching effectiveness

*Directions:* What is your appraisal of your overall teaching effectiveness? What are your areas of strength? What are your areas that can be improved upon?

<b>II.</b>	<b>Diversity, equity, and inclusion</b>
<i>Directions:</i> What are ways in which you try to meet the needs of our students with non-academic barriers to access/success? Examples might include (but are not limited to) use of Zero Cost textbooks, support for Guided Pathways, inclusion of culturally responsive course material, or support of the goals of AB 705.	

### III. Professional goals

*Directions:* Please set 3 professional goals you wish to accomplish before your next evaluation. You may re-state or modify previous goals. You may also list more than 3 goals.

<b>Professional goal #1:</b>	<i>Describe the goal:</i>
	<i>What strategies will you employ to achieve your goal?</i>
	<i>Is this a carryover from a previous goal?</i>

<b>Professional goal #2:</b>	<i>Describe the goal:</i>
	<i>What strategies will you employ to achieve your goal?</i>
	<i>Is this a carryover from a previous goal?</i>

<b>Professional goal #3:</b>	<i>Describe the goal:</i>
	<i>What strategies will you employ to achieve your goal?</i>
	<i>Is this a carryover from a previous goal?</i>

<b><i>Other:</i></b>	
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## Self-Appraisal – Non-Instructional

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-F25):</b>	

<b>Signature of tenured faculty member:</b>	<b>Date:</b>
<i>Signing means the faculty member understands that an Evaluation Committee may not cite an honest self appraisal of areas for growth as evidence of failure to achieve an evaluation goal.</i>	

### I. Effectiveness in position

*Directions:* What is your appraisal of your overall effectiveness as a professional in your position? What are your areas of strength? What are your areas that can be improved upon?

<b>II.</b>	<b>Diversity, equity, and inclusion</b>
<p><i>Directions:</i> What are ways in which you try to meet the needs of our students with non-academic barriers to access/success? Examples might include (but are not limited to) work toward Student Equity Plan goals, work to promote Zero Cost textbooks, support for Guided Pathways, or support of the goals of AB 705.</p>	

### III. Professional goals

*Directions:* Please set 3 professional goals you wish to accomplish before your next evaluation. You may re-state or modify previous goals. You may also list more than 3 goals.

<b>Professional goal #1:</b>	<i>Describe the goal:</i>
	<i>What strategies will you employ to achieve your goal?</i>
	<i>Is this a carryover from a previous goal?</i>

<b>Professional goal #2:</b>	<i>Describe the goal:</i>
	<i>What strategies will you employ to achieve your goal?</i>
	<i>Is this a carryover from a previous goal?</i>

<b>Professional goal #3:</b>	<i>Describe the goal:</i>
	<i>What strategies will you employ to achieve your goal?</i>
	<i>Is this a carryover from a previous goal?</i>

<b><i>Other:</i></b>	
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<b>IV. Progress on previous Self-Appraisal professional goals</b> <i>Directions:</i> Please comment on your last Self-Appraisal and any progress you made toward the professional goals you set for yourself.

## Professional Activities – Instructional – Full-Time

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-F25):</b>	

<i>Signature of full-time faculty member:</i>	<i>Date:</i>

<b>I. Professional responsibilities from Article 2.1.5:</b> <i>Directions:</i> Please summarize your participation in professional responsibilities since your last evaluation. Do not include work done as a coordinator, program director, or for a stipend.
<b>A. Committee work (ad hoc, standing, governance, and advisory)</b> <i>Directions:</i> List committees, dates served, and role.
<b>B. Curriculum development and review within established cycles</b> <i>Directions:</i> List participation in curriculum review and proposal processes.
<b>C. Program review and area planning within established cycles</b> <i>Directions:</i> Describe role in program review process and area plan creation, such as initiatives.
<b>D. Selection committees</b> <i>Directions:</i> List hiring committees served on, dates served, and role.
<b>E. Student learning outcomes process related to continuous quality improvement of programs</b> <i>Directions:</i> Describe participation in the learning outcomes processes, such as timely submission of LOs, participation in area discussions of LOs, or other activities related to the continuous quality improvement of your program or other programs, including collaborations with other faculty on issues related to student learning and success (Article 4.8).
<b>F. Peer evaluations</b> <i>Directions:</i> Describe participation in the evaluation process: observing part-time or full-time faculty, service on tenure committees, and/or service on full-time temporary faculty committees.
<b>G. Division and Department meetings (see Article 2.2.11)</b> <i>Directions:</i> Describe participation in division and department meetings.

<b>II. Other</b> <i>Directions:</i> List any other activities related to your service to the District that does not fall in the categories above. Include all professional development, efforts to stay current in cultural competency, conference or workshop attendance and/or participation, research, and/or publications. Also include, where applicable, work done as a coordinator, program director, or for a stipend.



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## Professional Activities – Non-Instructional – Full-Time

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-F25):</b>	

<i>Signature of tenured faculty member:</i>	<i>Date:</i>

<b>I. Participation in professional activities:</b> <i>Directions:</i> Please summarize your participation in professional activities since your last evaluation. Do not include work done as a coordinator, program director, or for a stipend.
<b>A. Committee work (ad hoc, standing, governance, and advisory)</b> <i>Directions:</i> List committees, dates served, and role.
<b>B. Selection committees</b> <i>Directions:</i> List hiring committees served on, dates served, and role.
<b>C. Division and department meetings</b> <i>Directions:</i> Describe participation in division and department meetings.
<b>D. Student assessment outcomes process</b> <i>Directions:</i> Describe participation in the assessment outcomes processes, such as timely submission of AOs, participation in area discussions of AOs, or other activities related to the continuous quality improvement of your area.
<b>E. Peer evaluations</b> <i>Directions:</i> Describe participation in the evaluation process: observing part-time or full-time faculty, service on tenure committees, and/or service on full-time temporary faculty committees.
<b>II. Other</b> <i>Directions:</i> List any other activities related to your service to the District that does not fall in the categories above. Include all professional development, efforts to stay current in cultural competency, conference or workshop attendance and/or participation, research, and/or publications. Also include, where applicable, work done as a coordinator, program director, or for a stipend.

## Summary Report – Instructional – Probationary (Tenure Track)

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-S23):</b>	
<b>Contract year (eg., Year 1, 2, etc.):</b>	

<b>The Tenure Review Committee recommends the following:</b>				
<b>Fall, Year 1:</b> Contract for Year 2?	<b>Yes</b>		<b>No</b>	
<b>Fall, Year 2:</b> Contract for Years 3-4?	<b>Yes</b>		<b>No</b>	
<b>[Fall, Year 3:</b> <i>No recommendation.]</i>	<b>(Not applicable)</b>			
<b>Fall, Year 4:</b> Tenure for next year and thereafter?	<b>Yes</b>		<b>No</b>	

<b>Signature of Tenure Review Committee members:</b>	<b>Date:</b>
<p><b>* NOTE: Consensus:</b> Per Article 5.5.8, every effort should be made to reach a consensus. If the TRC cannot reach consensus, each member may reflect that when they sign the Summary Report, the TRC may forward separate recommendations (majority/minority or split decision) to the Evaluation Process Oversight Committee (EPOC). If separate recommendations are submitted, each will include the committee member's name and a rationale for the recommendation. If there are separate recommendations from the recommendation above, please provide them below.</p>	

<b>Signature of probationary faculty member:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* OPTIONAL:</b> Response from probationary faculty member. Faculty member has 10 business days if they wish to submit a response. Comments can be submitted directly to the supervising administrator or to Human Resources and will be attached to this report.</p>

I. Meeting student needs								
The faculty member <ul style="list-style-type: none"> <li>• Demonstrates enthusiasm for and interest in the subject matter.</li> <li>• Effectively communicates with students.</li> <li>• Creates a stimulating, supportive, and encouraging environment balancing praise with instruction that corrects shortcomings.</li> <li>• Answers questions effectively; creates opportunities for student interaction.</li> <li>• Evaluates student work promptly, provides appropriate feedback, and has clear grading policies.</li> <li>• Engages in practices that promote student success and retention.</li> <li>• Demonstrates sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

II. Teaching effectiveness								
The faculty member <ul style="list-style-type: none"> <li>• Teaches to course objectives.</li> <li>• Is prepared, organized, and has content appropriate to the level of the course.</li> <li>• Delivers instruction effectively.</li> <li>• Engages with students and encourages student engagement.</li> <li>• Teaches students to appreciate different perspectives on and solutions to problems/issues in the subject matter.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

<ul style="list-style-type: none"> <li>• Uses methods of instruction challenging to the students.</li> <li>• Fosters critical thinking and problem solving.</li> <li>• Communicates ideas and expectations clearly, concisely, and effectively.</li> <li>• Uses technology appropriately to enhance learning.</li> </ul>	
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III. Professional responsibilities (to be completed by the Chair)							
<div>The faculty member</div> <ul style="list-style-type: none"><li>Submits syllabi, census reports, grades, and required paperwork correctly and timely.</li><li>Observes office hours as required and schedules office hours to meet student needs.</li><li>Attends mandatory flex days.</li><li>Completes required flex activities in a timely manner.</li></ul>	<b>Rating:</b> <i>Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</i>						
	1		2		3		4
	<i>Please comment on each bullet point and provide evidence from the observation:</i>						

IV. Participation in instructional-related activities								
The faculty member regularly <ul style="list-style-type: none"><li>• Participates on committees</li><li>• Participates in curriculum development and review.</li><li>• Participates in area planning and program reviews.</li><li>• Participates in selection committees.</li><li>• Participates in division and departmental meetings.</li><li>• Participates in learning outcomes processes.</li><li>• Participates in peer evaluations.</li></ul>	<b>Rating:</b> <i>Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</i>							
	1		2		3		4	
	<i>Please comment on each bullet point and provide evidence from the observation:</i>							

V. Commitment to continuous improvement							
<div>The faculty member regularly</div> <ul style="list-style-type: none"><li>Participates in relevant professional development activities.</li><li>Participates with other faculty in collaborative</li></ul>	<b>Rating:</b>						
	Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet						
	1		2		3		4
	Please comment on each bullet point and provide evidence from the observation:						

discussions related to student success. • Participates in relevant flex activities as required.	
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<b>VI. Other (include, where applicable, community work or work done as a coordinator, program director, or for a stipend or flex):</b>

<b>VII. To be completed by the committee chair:</b>				
The faculty member participated in the evaluation process in a timely and professional manner.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>
The faculty member submitted a Professional Activities form.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>
The faculty member submitted a Self-Appraisal form.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>

**Conclusions:**

<b>Strengths as indicated during the evaluation period:</b>

<b>Areas for improvement as indicated during the evaluation period:</b>

<b>Is a Performance Improvement Plan needed?</b>				
<b>Yes</b> (attached)		<b>No</b>		<b>Comments:</b>

## Summary Report – Non-Instructional – Probationary (Tenure Track)

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-S23):</b>	
<b>Contract year (eg., Year 1, 2, etc.):</b>	

<b>The Tenure Review Committee recommends the following:</b>				
<b>Fall, Year 1:</b> Contract for Year 2?	<b>Yes</b>		<b>No</b>	
<b>Fall, Year 2:</b> Contract for Years 3-4?	<b>Yes</b>		<b>No</b>	
<b>[Fall, Year 3:</b> <i>No recommendation.]</i>	<b>(Not applicable)</b>			
<b>Fall, Year 4:</b> Tenure for next year and thereafter?	<b>Yes</b>		<b>No</b>	

<b>Signature of Tenure Review Committee members:</b>	<b>Date:</b>
<p><b>* NOTE: Consensus:</b> Per Article 5.5.8, every effort should be made to reach a consensus. If the TRC cannot reach consensus, each member may reflect that when they sign the Summary Report, the TRC may forward separate recommendations (majority/minority or split decision) to the Evaluation Process Oversight Committee (EPOC). If separate recommendations are submitted, each will include the committee member's name and a rationale for the recommendation. If there are separate recommendations from the recommendation above, please provide them below.</p>	

<b>Signature of probationary faculty member:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* OPTIONAL:</b> Response from probationary faculty member. Faculty member has 10 business days if they wish to submit a response. Comments can be submitted directly to the supervising administrator or to Human Resources and will be attached to this report.</p>

I. Interaction with students							
The faculty member <ul style="list-style-type: none"> <li>• Responds to students and creates a supportive environment.</li> <li>• Helps students define and seek solutions to problems.</li> <li>• Researches questions brought by students, or direct students to appropriate sources of information and services.</li> <li>• Demonstrates effective communication with students, classroom faculty, staff, relevant community agencies, and administration.</li> <li>• Demonstrates sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet						
	1		2		3		4
	Please comment on each bullet point and provide evidence from the observation:						

II. Knowledge of assigned area							
The faculty member <ul style="list-style-type: none"> <li>• Demonstrates current knowledge in District policies, procedures, and practices related to assigned area.</li> <li>• Demonstrates current knowledge of regulations, trends, and developments on the state and national level related to assigned area.</li> <li>• Demonstrates effective use of technology.</li> <li>• Works within their scope of practice, utilizing current practice standards.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet						
	1		2		3		4
	Please comment on each bullet point and provide evidence from the observation:						

III. Professional responsibilities	
The faculty member	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet



<ul style="list-style-type: none"> <li>Submits all required paperwork correctly and timely.</li> <li>Observes scheduled hours as required.</li> </ul>	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
	<i>Please comment on each bullet point and provide evidence from the observation:</i>							

IV. Participation in instructional-related activities								
The faculty member regularly <ul style="list-style-type: none"> <li>Participates on committees</li> <li>Participates in curriculum development and review.</li> <li>Participates in area planning and program reviews.</li> <li>Participates in selection committees.</li> <li>Participates in division and departmental meetings.</li> <li>Participates in outcomes assessment processes.</li> <li>Participates in peer evaluations.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	<table border="1"> <tr> <td><b>1</b></td><td></td><td><b>2</b></td><td></td><td><b>3</b></td><td></td><td><b>4</b></td><td></td></tr> </table>	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>
<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		
<i>Please comment on each bullet point and provide evidence from the observation:</i>								

V. Commitment to continuous improvement								
The faculty member regularly <ul style="list-style-type: none"> <li>Participates in relevant professional development activities.</li> <li>Participates with other faculty in collaborative discussions related to student success.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	<table border="1"> <tr> <td><b>1</b></td><td></td><td><b>2</b></td><td></td><td><b>3</b></td><td></td><td><b>4</b></td><td></td></tr> </table>	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>
<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		
<i>Please comment on each bullet point and provide evidence from the observation:</i>								

<b>VI. Other (include, where applicable, community work or work done as a coordinator, program director, or for a stipend or flex):</b>

VII. To be completed by the committee chair:				
The faculty member participated in the evaluation process in a timely and professional manner.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>
The faculty member submitted a Professional Activities form.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>
The faculty member submitted a Self-Appraisal form.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>

**Conclusions:**

<b>Strengths as indicated during the evaluation period:</b>

<b>Areas for improvement as indicated during the evaluation period:</b>

<b>Is a Performance Improvement Plan needed?</b>				
<b>Yes</b> (attached)		<b>No</b>		<b>Comments:</b>

## Summary Report – Instructional – Full-Time - Tenured

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-F25):</b>	

<i>Signature of supervising administrator:</i>	<i>Date:</i>

<i>Signature of tenured faculty member:</i>	<i>Date:</i>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

**\* OPTIONAL:** Response from tenured faculty member. Faculty member has 10 business days if they wish to submit a response. Comments can be submitted directly to the supervising administrator or to Human Resources and will be attached to this report.

I. Meeting student needs								
<p>The faculty member</p> <ul style="list-style-type: none"> <li>Demonstrates enthusiasm for and interest in the subject matter.</li> <li>Effectively communicates with students.</li> <li>Creates a stimulating, supportive, and encouraging environment balancing praise with instruction that corrects shortcomings.</li> <li>Answers questions effectively; creates opportunities for student interaction.</li> <li>Evaluates student work promptly, provides appropriate feedback, and has clear grading policies.</li> <li>Engages in practices that promote student success and retention.</li> <li>Demonstrates sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation,</li> </ul>	<p><b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</p>							
	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>							

religious preference, and cultural background.	
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II. Teaching effectiveness								
The faculty member <ul style="list-style-type: none"> <li>Teaches to course objectives.</li> <li>Is prepared, organized, and has content appropriate to the level of the course.</li> <li>Delivers instruction effectively.</li> <li>Engages with students and encourages student engagement.</li> <li>Teaches students to appreciate different perspectives on and solutions to problems/issues in the subject matter.</li> <li>Uses methods of instruction challenging to the students.</li> <li>Fosters critical thinking and problem solving.</li> <li>Communicates ideas and expectations clearly, concisely, and effectively.</li> <li>Uses technology appropriately to enhance learning.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

III. Professional responsibilities								
The faculty member <ul style="list-style-type: none"> <li>Submits syllabi, census reports, grades, and required paperwork correctly and timely.</li> <li>Observes office hours as required and schedules office hours to meet student needs.</li> <li>Attends mandatory flex days.</li> <li>Completes required flex activities in a timely manner.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

IV. Participation in instructional-related activities								
The faculty member regularly <ul style="list-style-type: none"> <li>Participates on committees</li> <li>Participates in curriculum development and review.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

<ul style="list-style-type: none"> <li>• Participates in area planning and program reviews.</li> <li>• Participates in selection committees.</li> <li>• Participates in division and departmental meetings.</li> <li>• Participates in learning outcomes processes.</li> <li>• Participates in peer evaluations.</li> </ul>	
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V. Commitment to continuous improvement								
The faculty member regularly <ul style="list-style-type: none"> <li>• Participates in relevant professional development activities.</li> <li>• Participates with other faculty in collaborative discussions related to student success.</li> <li>• Participates in relevant flex activities as required.</li> </ul>	<b>Rating:</b> <i>Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</i>							
	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
	<i>Please comment on each bullet point and provide evidence from the observation:</i>							

<b>VI. Other (include, where applicable, community work or work done as a coordinator, program director, or for a stipend or flex):</b>

VII. To be completed by the committee chair:				
The faculty member participated in the evaluation process in a timely and professional manner.				
Yes		No		Comments:
The faculty member submitted a Professional Activities form.				
Yes		No		Comments:
The faculty member submitted a Self-Appraisal form.				
Yes		No		Comments:

**Conclusions:**

<b>Strengths as indicated during the evaluation period:</b>

<b>Areas for improvement as indicated during the evaluation period:</b>

Is a Performance Improvement Plan needed?				
Yes (attached)		No		Comments:

## Summary Report – Non-Instructional – Tenured

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-F25):</b>	

<b>Signature of supervising administrator:</b>	<b>Date:</b>

<b>Signature of tenured faculty member:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

**\* OPTIONAL:** Response from tenured faculty member. Faculty member has 10 business days if they wish to submit a response. Comments can be submitted directly to the supervising administrator or to Human Resources and will be attached to this report.

I. Interaction with students																	
<p>The faculty member</p> <ul style="list-style-type: none"> <li>Responds to students and creates a supportive environment.</li> <li>Helps students define and seek solutions to problems.</li> <li>Researches questions brought by students, or direct students to appropriate sources of information and services.</li> <li>Demonstrates effective communication with students, classroom faculty, staff, relevant community agencies, and administration.</li> <li>Demonstrates sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="8" style="background-color: #d9e1f2;"><b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</th> </tr> <tr> <td style="width: 12.5%; text-align: center;"><b>1</b></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;"><b>2</b></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;"><b>3</b></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;"><b>4</b></td> <td style="width: 12.5%;"></td> </tr> </table> <p><i>Please comment on each bullet point and provide evidence from the observation:</i></p> <div style="height: 200px;"></div>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet								<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet																	
<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>											

II. Knowledge of assigned area									
<p>The faculty member</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="8" style="background-color: #d9e1f2;"><b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</th> </tr> </table>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet									

<ul style="list-style-type: none"> <li>Demonstrates current knowledge in District policies, procedures, and practices related to assigned area.</li> <li>Demonstrates current knowledge of regulations, trends, and developments on the state and national level related to assigned area.</li> <li>Demonstrates effective use of technology.</li> <li>Works within their scope of practice, utilizing current practice standards.</li> </ul>	1	2	3	4
	<i>Please comment on each bullet point and provide evidence from the observation:</i>			

<b>VI. Other (include, where applicable, community work or work done as a coordinator, program director, or for a stipend):</b>				

<b>VII. To be completed by the committee chair:</b>				
The faculty member participated in the evaluation process in a timely and professional manner.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>
The faculty member submitted a Professional Activities form.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>
The faculty member submitted a Self-Appraisal form.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>

**Conclusions:**

<b>Strengths as indicated during the evaluation period:</b>

<b>Areas for improvement as indicated during the evaluation period:</b>

<b>Is a Performance Improvement Plan needed?</b>				
<b>Yes</b> (attached)		<b>No</b>		<b>Comments:</b>



## Summary Report – Instructional – Part-Time

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-F25):</b>	

<b>Signature of supervising administrator:</b>	<b>Date:</b>

<b>Signature of tenured faculty member:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

**\* OPTIONAL:** Response from tenured faculty member. Faculty member has 10 business days if they wish to submit a response. Comments can be submitted directly to the supervising administrator or to Human Resources and will be attached to this report.

<b>I. Meeting student needs</b>								
<p>The faculty member</p> <ul style="list-style-type: none"> <li>Effectively communicates with students.</li> <li>Creates a stimulating, supportive, and encouraging environment balancing praise with instruction that corrects shortcomings.</li> <li>Answers questions effectively;</li> <li>Evaluates student work promptly, provides appropriate feedback, and has clear grading policies.</li> <li>Engages in practices that promote student success and retention.</li> <li>Demonstrates sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background.</li> </ul>	<b>Rating:</b> <i>Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</i>							
	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
	<i>Please comment on each bullet point and provide evidence from the observation:</i>							

<b>II. Teaching effectiveness</b>	
	<b>Rating:</b>

The faculty member <ul style="list-style-type: none"> <li>Teaches to course objectives.</li> <li>Is prepared, organized, and has content appropriate to the level of the course.</li> <li>Delivers instruction effectively.</li> <li>Engages with students and encourages student engagement.</li> <li>Teaches students to appreciate different perspectives on and solutions to problems/issues in the subject matter.</li> <li>Uses methods of instruction challenging to the students.</li> <li>Fosters critical thinking and problem solving.</li> <li>Demonstrate enthusiasm for and interest in the subject matter?</li> <li>Communicates ideas and expectations clearly, concisely, and effectively.</li> <li>Uses technology appropriately to enhance learning.</li> </ul>	Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

III. Professional responsibilities								
The faculty member <ul style="list-style-type: none"> <li>Submits syllabi, census reports, grades, and required paperwork correctly and timely.</li> <li>Responds to communications from District staff in a timely manner.</li> </ul>	Rating: Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

IV. Other, non-required activities, such as participation in instructional-related activities (including holding office hours), community work, flex activities, collegial governance, curriculum or program review, learning outcomes assessments processes, etc.

V. To be completed by the committee chair:				
The faculty member participated in the evaluation process in a timely and professional manner.				
Yes		No		Comments:

The faculty member submitted a Professional Activities form.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>
The faculty member submitted a Self-Appraisal form.				
<b>Yes</b>		<b>No</b>		<b>Comments:</b>

**Conclusions:**

<b>Strengths as indicated during the evaluation period:</b>

<b>Areas for improvement as indicated during the evaluation period:</b>

<b>Is a Performance Improvement Plan needed?</b>				
<b>Yes</b> (attached)		<b>No</b>		<b>Comments:</b>

## Summary Report – Non-Instructional – Part-Time

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-F25):</b>	

<b>Signature of supervising administrator:</b>	<b>Date:</b>

<b>Signature of tenured faculty member:</b>	<b>Date:</b>

*Signing only indicates the faculty member has read and received a copy of this observation.*

**\* OPTIONAL:** Response from tenured faculty member. Faculty member has 10 business days if they wish to submit a response. Comments can be submitted directly to the supervising administrator or to Human Resources and will be attached to this report.

<b>I. Interaction with students</b>																																									
<p>The faculty member</p> <ul style="list-style-type: none"> <li>Responds to students and creates a supportive environment.</li> <li>Helps students define and seek solutions to problems.</li> <li>Researches questions brought by students, or direct students to appropriate sources of information and services.</li> <li>Demonstrates effective communication with students, classroom faculty, staff, relevant community agencies, and administration.</li> <li>Demonstrates sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="8" style="background-color: #e1eef6;"><b>Rating:</b></td> </tr> <tr> <td colspan="8" style="font-size: small;">Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</td> </tr> <tr> <td style="width: 12.5%; text-align: center;"><b>1</b></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;"><b>2</b></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;"><b>3</b></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;"><b>4</b></td> <td style="width: 12.5%;"></td> </tr> <tr> <td colspan="8" style="font-size: small; padding-top: 5px;">Please comment on each bullet point and provide evidence from the observation:</td> </tr> <tr> <td colspan="8" style="height: 200px;"></td> </tr> </table>	<b>Rating:</b>								Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet								<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		Please comment on each bullet point and provide evidence from the observation:															
<b>Rating:</b>																																									
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<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>																																			
Please comment on each bullet point and provide evidence from the observation:																																									

<b>II. Knowledge of assigned area</b>	
	<b>Rating:</b>

The faculty member <ul style="list-style-type: none"> <li>• Demonstrates current knowledge in District policies, procedures, and practices related to assigned area.</li> <li>• Demonstrates current knowledge of regulations, trends, and developments on the state and national level related to assigned area.</li> <li>• Demonstrates effective use of technology.</li> <li>• Works within their scope of practice, utilizing current practice standards.</li> </ul>	Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

III. Professional responsibilities								
The faculty member <ul style="list-style-type: none"> <li>• Submits all required paperwork correctly and timely.</li> <li>• Observes scheduled hours as required.</li> </ul>	Rating: Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

IV. Other, non-required activities, such as participation in instructional-related activities (including holding office hours), community work, flex activities, collegial governance, curriculum or program review, learning outcomes assessments processes, etc.

V. To be completed by the committee chair:				
The faculty member participated in the evaluation process in a timely and professional manner.				
Yes		No		Comments:
The faculty member submitted a Professional Activities form.				
Yes		No		Comments:
The faculty member submitted a Self-Appraisal form.				
Yes		No		Comments:

Conclusions:

Strengths as indicated during the evaluation period:

Areas for improvement as indicated during the evaluation period:

Is a Performance Improvement Plan needed?				
<b>Yes</b> (attached)		<b>No</b>		<b>Comments:</b>

## Summary Report – Instructional – Full-Time-Temporary

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-S23):</b>	

<b>Indicate below if this is a Year 1 evaluation or an evaluation in a subsequent year. (After Year 1, FT temporary faculty are evaluated at least every 3 years).</b>			
<b>Year 1:</b>		<b>Subsequent year:</b>	

<b>Signature of Evaluation Committee members:</b>	<b>Date:</b>

<b>Signature of full-time temporary faculty member:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* OPTIONAL:</b> Response from probationary faculty member. Faculty member has 10 business days if they wish to submit a response. Comments can be submitted directly to the supervising administrator or to Human Resources and will be attached to this report.</p>

I. Meeting student needs								
<p>The faculty member</p> <ul style="list-style-type: none"> <li>Demonstrates enthusiasm for and interest in the subject matter.</li> <li>Effectively communicates with students.</li> <li>Creates a stimulating, supportive, and encouraging environment balancing praise with instruction that corrects shortcomings.</li> <li>Answers questions effectively; creates opportunities for student interaction.</li> </ul>	<p><b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</p>							
	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>							





<ul style="list-style-type: none"> <li>• Observes office hours as required and schedules office hours to meet student needs.</li> <li>• Attends mandatory flex days.</li> <li>• Completes required flex activities in a timely manner.</li> </ul>	
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IV. Participation in instructional-related activities								
The faculty member regularly <ul style="list-style-type: none"> <li>• Participates on committees</li> <li>• Participates in curriculum development and review.</li> <li>• Participates in area planning and program reviews.</li> <li>• Participates in selection committees.</li> <li>• Participates in division and departmental meetings.</li> <li>• Participates in learning outcomes processes.</li> <li>• Participates in peer evaluations.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

V. Commitment to continuous improvement								
The faculty member regularly <ul style="list-style-type: none"> <li>• Participates in relevant professional development activities.</li> <li>• Participates with other faculty in collaborative discussions related to student success.</li> <li>• Participates in relevant flex activities as required.</li> </ul>	<b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet							
	1		2		3		4	
	Please comment on each bullet point and provide evidence from the observation:							

VI. Other (include, where applicable, community work or work done as a coordinator, program director, or for a stipend or flex):

VII. To be completed by the committee chair:				
The faculty member participated in the evaluation process in a timely and professional manner.				
Yes		No		Comments:
The faculty member submitted a Professional Activities form.				
Yes		No		Comments:
The faculty member submitted a Self-Appraisal form.				
Yes		No		Comments:

**Conclusions:**

<b>Strengths as indicated during the evaluation period:</b>

<b>Areas for improvement as indicated during the evaluation period:</b>

<b>Is a Performance Improvement Plan needed?</b>				
<b>Yes</b> (attached)		<b>No</b>		<b>Comments:</b>

## Summary Report – Non-Instructional – Full-Time-Temporary

<b>Faculty name:</b>	
<b>Evaluation period (eg., F22-S23):</b>	

<b>Indicate below if this is a Year 1 evaluation or an evaluation in a subsequent year. (After Year 1, FT temporary faculty are evaluated at least every 3 years).</b>			
<b>Year 1:</b>		<b>Subsequent year:</b>	

<b>Signature of Evaluation Committee members:</b>	<b>Date:</b>

<b>Signature of full-time temporary faculty member:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of this observation.</i>	

<p><b>* OPTIONAL:</b> Response from probationary faculty member. Faculty member has 10 business days if they wish to submit a response. Comments can be submitted directly to the supervising administrator or to Human Resources and will be attached to this report.</p>

I. Interaction with students								
<p>The faculty member</p> <ul style="list-style-type: none"> <li>Responds to students and creates a supportive environment.</li> <li>Helps students define and seek solutions to problems.</li> <li>Researches questions brought by students, or direct students to appropriate sources of information and services.</li> <li>Demonstrates effective communication with students, classroom faculty, staff, relevant community agencies, and administration.</li> </ul>	<p><b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</p>							
	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
	<p><i>Please comment on each bullet point and provide evidence from the observation:</i></p>							

Demonstrates sensitivity and open-mindedness to all students with consideration to age, gender, ethnicity, disability, sexual orientation, religious preference, and cultural background.	
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## II. Knowledge of assigned area

<p>The faculty member</p> <ul style="list-style-type: none"> <li>• Demonstrates current knowledge in District policies, procedures, and practices related to assigned area.</li> <li>• Demonstrates current knowledge of regulations, trends, and developments on the state and national level related to assigned area.</li> <li>• Demonstrates effective use of technology.</li> </ul> <p>Works within their scope of practice, utilizing current practice standards.</p>	<p><b>Rating:</b> Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</p>							
	1		2		3		4	
	<p>Please comment on each bullet point and provide evidence from the observation:</p>							

### III. Professional responsibilities

The faculty member <ul style="list-style-type: none"> <li>Submits all required paperwork correctly and timely.</li> <li>Observes scheduled hours as required.</li> </ul>	<b>Rating:</b> <i>Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</i>							
	1		2		3		4	
	<i>Please comment on each bullet point and provide evidence from the observation:</i>							

#### IV. Participation in instructional-related activities

The faculty member regularly <ul style="list-style-type: none"> <li>• Participates on committees</li> <li>• Participates in curriculum development and review.</li> <li>• Participates in area planning and program reviews.</li> <li>• Participates in selection committees.</li> <li>• Participates in division and departmental meetings.</li> <li>• Participates in outcomes assessment processes.</li> <li>• Participates in peer evaluations.</li> </ul>	<b>Rating:</b> <i>Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</i>							
	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
	<i>Please comment on each bullet point and provide evidence from the observation:</i>							

V. Commitment to continuous improvement							
The faculty member regularly <ul style="list-style-type: none"> <li>Participates in relevant professional development activities.</li> <li>Participates with other faculty in collaborative discussions related to student success.</li> </ul>	<b>Rating:</b> <i>Rate as 1 = Exceeds, 2 = Meets, 3 = Needs improvement, or 4 = Does not meet</i>						
	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>
	<i>Please comment on each bullet point and provide evidence from the observation:</i>						

VI. Other (include, where applicable, community work or work done as a coordinator, program director, or for a stipend or flex):

VII. To be completed by the committee chair:				
The faculty member participated in the evaluation process in a timely and professional manner.				
Yes		No		Comments:
The faculty member submitted a Professional Activities form.				
Yes		No		Comments:
The faculty member submitted a Self-Appraisal form.				
Yes		No		Comments:

**Conclusions:**

Strengths as indicated during the evaluation period:

Areas for improvement as indicated during the evaluation period:

## Performance Improvement Plan – Part-Time Faculty

<b>Faculty Member:</b>				
<b>Committee Chair:</b>				
<b>Period of Evaluation</b> (eg., Fall 2022-Spring 2025):				
<b>Is this a follow-up to a previous Plan?:</b>	<b>Yes</b>		<b>No</b>	
<b>If “Yes,” note date of last Plan:</b>				

<b>Signature of Committee Chair:</b>	<b>Date:</b>

<b>Signature of part-time faculty member receiving the Plan:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of the initial Performance Improvement Plan</i>	

**\* OPTIONAL:** Response from faculty member receiving the Plan. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the Committee Chair and will be attached to this Plan.

<b>Evaluation Area #1 (refer to specific section of the Summary Report):</b>	<i>Comments:</i>				
<ul style="list-style-type: none"> <li><b>Methods for assessment (check all that apply):</b></li> </ul>	Worksite Observation by Chair:				
	Worksite Observation by Peer:				
	Student Opinion Surveys:				
	Other (specify):				
<ul style="list-style-type: none"> <li><b>When will the assessment be conducted?</b></li> </ul>	<i>Comments:</i>				
<ul style="list-style-type: none"> <li><b>What are the desired outcomes of this area of improvement?</b></li> </ul>	<i>Comments:</i>				
<ul style="list-style-type: none"> <li><b>What will indicate the desired outcomes have been successfully completed?</b></li> </ul>	<i>Comments:</i>				
<ul style="list-style-type: none"> <li><b>Describe any professional development resources that will help the faculty member achieve the desired outcomes?</b></li> </ul>	<i>Comments:</i>				
<ul style="list-style-type: none"> <li><b>Did this specific area for improvement appear in a previous Plan?</b></li> </ul>	Yes		No		<i>If “Yes,” explain:</i>

Area #1 follow up (to be completed once the Plan has been completed)					
<ul style="list-style-type: none"> <li>Has the area for improvement been completed?</li> </ul>	Yes, the area is considered completed; no follow up is necessary.				
	No, the area still needs improvement, or additional items needing improvement in this area have been identified.				
<ul style="list-style-type: none"> <li>Will a follow-up Plan be developed?</li> </ul>	Yes		No		If "Yes," explain and attach follow-up Plan if necessary:

**\* Note:** If additional Areas for improvement have been identified, please copy and paste additional Area boxes below.

Signatures: To be completed upon completion of the follow up to the Plan	
Signature of Committee Chair:	Date:

Signature of part-time faculty member receiving the follow up to the Plan:	Date:
Signing only indicates the faculty member has read and received a copy of the follow-up assessment of the Performance Improvement Plan	

* <b>OPTIONAL:</b> Response from faculty member receiving the follow up to the Performance Improvement Plan. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the Committee Chair and will be attached to this Plan.

## Performance Improvement Plan – Full-Time Faculty

<b>Faculty Member:</b>			
<b>Committee Chair:</b>			
<b>Period of Evaluation</b> (eg., Fall 2022-Spring 2025):			
<b>Is this a follow-up to a previous Plan?:</b>	<b>Yes</b>		<b>No</b>
<b>If “Yes,” note date of last Plan:</b>			
<b>Is this the 3<sup>d</sup> consecutive Plan?:</b>	<b>Yes</b>		<b>No</b>

<b>Signature of Committee Chair:</b>	<b>Date:</b>

<b>Signature of full-time faculty member receiving the Plan:</b>	<b>Date:</b>
<i>Signing only indicates the faculty member has read and received a copy of the initial Performance Improvement Plan</i>	

<p><b>* OPTIONAL:</b> Response from faculty member receiving the Plan. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the Committee Chair and will be attached to this Plan.</p>

<b>Evaluation Area #1 (refer to specific section of the Summary Report):</b>	<i>Comments:</i>		
<ul style="list-style-type: none"> <li>• <b>Methods for assessment (check all that apply):</b></li> </ul>	Worksite Observation by Chair:		
	Worksite Observation by Peer:		
	Student Opinion Surveys:		
	Other (specify):		
<ul style="list-style-type: none"> <li>• <b>When will the assessment be conducted?</b></li> </ul>	<i>Comments:</i>		
<ul style="list-style-type: none"> <li>• <b>What are the desired outcomes of this area of improvement?</b></li> </ul>	<i>Comments:</i>		
<ul style="list-style-type: none"> <li>• <b>What will indicate the desired outcomes have been successfully completed?</b></li> </ul>	<i>Comments:</i>		
<ul style="list-style-type: none"> <li>• <b>Describe any professional development resources that will help the faculty member achieve the desired outcomes?</b></li> </ul>	<i>Comments:</i>		



<ul style="list-style-type: none"> <li>Did this specific area for improvement appear in a previous Plan?</li> </ul>	Yes		No		If "Yes," explain:
Area #1 follow up (to be completed once the Plan has been completed)					
<ul style="list-style-type: none"> <li>Has the area for improvement been completed?</li> </ul>	Yes, the area is considered completed; no follow up is necessary.				
	No, the area still needs improvement, or additional items needing improvement in this area have been identified.				
<ul style="list-style-type: none"> <li>Will a follow-up Plan be developed?</li> </ul>	Yes		No		If "Yes," explain and attach follow-up Plan if necessary:

**\* Note:** If additional Areas for improvement have been identified, please copy and paste additional Area boxes below.

<b>Signatures:</b> To be completed upon completion of the follow up to the Plan	
<b>Signature of Committee Chair:</b>	<b>Date:</b>

<b>Signature of full-time faculty member receiving the follow up to the Plan:</b>	<b>Date:</b>
Signing only indicates the faculty member has read and received a copy of the follow-up assessment of the Performance Improvement Plan	

**\* OPTIONAL:** Response from faculty member receiving the follow up to the Performance Improvement Plan. Faculty member has 10 business days if they wish to submit a response. Comments can be attached submitted directly to the Committee Chair and will be attached to this Plan.

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# APPENDIX C

## Salary Schedules

**SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT  
INSTRUCTIONAL 175 DAY FULL-TIME FACULTY SALARY SCHEDULE  
2022-2023**

Includes COLA of 6.56%, effective 7/1/2022  
Board Approved 7/14/2021, Effective 7/1/2022

STEP	CLASS I	CLASS II	CLASS III	CLASS IV*	CLASS V*
2	56,802.69	59,943.96	63,086.71	66,229.43	69,370.69
3	59,943.96	63,086.71	66,229.43	69,370.69	72,514.95
4	63,086.71	66,229.43	69,370.69	72,514.95	75,656.20
5	66,229.43	69,370.69	72,514.95	75,656.20	78,798.96
6	69,370.69	72,514.95	75,656.20	78,798.96	81,940.18
7	72,514.95	75,656.20	78,798.96	81,940.18	85,084.46
8	75,656.20	78,798.96	81,940.18	85,084.46	88,225.72
9	78,798.96	81,940.18	85,084.46	88,225.72	91,368.45
10	81,940.18	85,084.46	88,225.72	91,368.45	94,511.23
11		88,225.72	91,368.45	94,511.23	97,652.43
12			94,511.23	97,652.43	100,795.20
13					103,937.95

16	84,398.70	90,873.40	97,346.66	100,581.76	107,054.97
19	86,931.34	93,599.88	100,265.34	103,598.84	110,265.86
22	89,539.72	96,408.06	103,273.37	106,708.31	113,575.13
25	92,223.79	99,298.00	106,320.76	109,910.11	116,982.81
28	94,990.51	102,276.95	109,510.38	113,207.40	120,492.32

\*A doctorate differential of \$2,000 will be added to the salary when an earned doctorate is held by the instructor. This makes the maximum instructional salary . . . . .

122,492.32

**SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT  
NON-INSTRUCTIONAL 195 DAY FULL-TIME FACULTY SALARY SCHEDULE  
2022-2023**

Includes COLA of 6.56%, effective 7/1/2022  
Board Approved 7/14/2021, Effective 7/1/2022

STEP	CLASS I	CLASS II	CLASS III	CLASS IV*	CLASS V*
2	63,294.43	66,794.69	70,296.62	73,798.50	77,298.77
3	66,794.69	70,296.62	73,798.50	77,298.77	80,802.38
4	70,296.62	73,798.50	77,298.77	80,802.38	84,302.63
5	73,798.50	77,298.77	80,802.38	84,302.63	87,804.55
6	77,298.77	80,802.38	84,302.63	87,804.55	91,304.78
7	80,802.38	84,302.63	87,804.55	91,304.78	94,808.40
8	84,302.63	87,804.55	91,304.78	94,808.40	98,308.66
9	87,804.55	91,304.78	94,808.40	98,308.66	101,810.56
10	91,304.78	94,808.40	98,308.66	101,810.56	105,312.51
11		98,308.66	101,810.56	105,312.51	108,812.71
12			105,312.51	108,812.71	112,314.65
13					115,816.57

16	94,044.27	101,258.93	108,471.99	112,076.82	119,289.83
19	96,866.35	104,297.01	111,724.24	115,438.71	122,867.67
22	99,772.83	107,426.13	115,076.04	118,903.55	126,555.15
25	102,763.65	110,646.34	118,471.70	122,471.27	130,352.27
28	105,846.56	113,965.74	122,025.85	126,145.39	134,262.87

\*A doctorate differential of \$2,000 will be added to the salary when an earned doctorate is held by the instructor. This makes the maximum instructional salary . . . . .

136,262.87

**SHASTA-TEHAMA-TRINITY COMMUNITY COLLEGE DISTRICT  
PART-TIME CERTIFICATED EMPLOYEES' HOURLY SALARY SCHEDULE  
SCHEDULE #1 NON-TEACHING & NON-CREDIT  
2022-2023**

Includes COLA of 6.56%, effective 7/1/2022  
Board Approved 7/14/2021, Effective 7/1/2022

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
1	51.9046	53.0861	54.2542	55.4221	56.6171
2	53.0861	54.2542	55.4221	56.6171	57.7851
3	54.2542	55.4221	56.6171	57.7851	58.9532
4	55.4221	56.6171	57.7851	58.9532	60.1347
5	56.6171	57.7851	58.9532	60.1347	61.3162
6	57.7851	58.9532	60.1347	61.3162	62.4976
7	58.9532	60.1347	61.3162	62.4976	63.6523
8	60.1347	61.3162	62.4976	63.6523	64.8606

*Vertical progression on the salary schedule is based upon the criteria outlined in Board Policy 4141.1 for faculty employed before July 1, 1974. For faculty hired July 1, 1974 and after, please refer to the Academic Master Contract Agreement, Section 7.2.1 – Requirements for Salary Classifications.*

*A doctorate differential of \$1.90 per hour will be added to an instructor's hourly salary schedule when an earned doctorate is verified.*

**SHASTA-TEHAMA-TRINITY COMMUNITY COLLEGE DISTRICT  
PART-TIME INSTRUCTIONAL EMPLOYEES' HOURLY SALARY SCHEDULE  
SCHEDULE #2 - LAB/ACTIVITY/CLINICAL  
2022-2023**

Includes COLA of 6.56%, effective 7/1/2022  
Board Approved 7/14/2021, Effective 7/1/2022

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
1	56.6103	57.9004	59.1644	60.4281	61.7317
2	57.9004	59.1644	60.4281	61.7317	63.0085
3	59.1644	60.4281	61.7317	63.0085	64.2988
4	60.4281	61.7317	63.0085	64.2988	65.5757
5	61.7317	63.0085	64.2988	65.5757	66.8659
6	63.0085	64.2988	65.5757	66.8659	68.1429
7	64.2988	65.5757	66.8659	68.1429	69.4201
8	65.5757	66.8659	68.1429	69.4201	70.7234

*Vertical progression on the salary schedule is based upon the criteria outlined in Board Policy 4141.1 for faculty employed before July 1, 1974. For faculty hired July 1, 1974 and after, please refer to the Academic Master Contract Agreement, Section 7.2.1 – Requirements for Salary Classifications.*

*A doctorate differential of \$1.90 per hour will be added to an instructor's hourly salary schedule when an earned doctorate is verified.*

**SHASTA-TEHAMA-TRINITY COMMUNITY COLLEGE DISTRICT  
PART-TIME INSTRUCTIONAL EMPLOYEES' HOURLY SALARY SCHEDULE  
SCHEDULE #3 - LECTURE  
2022-2023**

Includes COLA of 6.56%, effective 7/1/2022  
Board Approved 7/14/2021, Effective 7/1/2022

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
1	59.0854	60.4152	61.7448	63.1139	64.4437
2	60.4152	61.7448	63.1139	64.4437	65.7601
3	61.7448	63.1139	64.4437	65.7601	67.1160
4	63.1139	64.4437	65.7601	67.1160	68.4458
5	64.4437	65.7601	67.1160	68.4458	69.7755
6	65.7601	67.1160	68.4458	69.7755	71.1184
7	67.1160	68.4458	69.7755	71.1184	72.4613
8	68.4458	69.7755	71.1184	72.4613	73.8435

*Vertical progression on the salary schedule is based upon the criteria outlined in Board Policy 4141.1 for faculty employed before July 1, 1974. For faculty hired July 1, 1974 and after, please refer to the Academic Master Contract Agreement, Section 7.2.1 – Requirements for Salary Classifications.*

*A doctorate differential of \$1.90 per hour will be added to an instructor's hourly salary schedule when an earned doctorate is verified.*

# APPENDIX D

## Professional Development Project Proposal



## Shasta College

### Professional Development Project Proposal

**Instructions:** If you are planning a project and wish to receive professional development credit, complete this form and submit it to your dean.

**Project Title:** \_\_\_\_\_

**Contact:** \_\_\_\_\_ **Division/Ext:** \_\_\_\_\_ **Estimated # of Hours:** \_\_\_\_\_

**Brief description of the project:**

**Describe outcomes and benefits to the students, yourself, and/or College:**

**Faculty signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dean approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**In case of denial the dean must specify the reasons**

**Reasons for denial:**

**Dean signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**If the faculty is not satisfied with reasons for denial, he/she could request a "Proposal Appeal Committee" as per Article 4.5.2.2.**

☐ Appeal Request

Academic Master Contract Appendices Page 81 of 95

**Faculty Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

# APPENDIX E

## Sabbatical Forms



## Sabbatical Leave Supplement Advanced Degree/Post Graduate Study

Name

Division:

1. Name of school or schools being considered. Proof of eligibility for acceptance must be provided to the District by April 15 for a leave for the following school year or by the preceding calendar year for a spring semester sabbatical. A letter of admissibility could be submitted with this application or by the above dates.
  
2. Course of study. Identify program, courses, credits, etc., as best they can be predicted at this time.
  
3. Relationship of this study to your current assignment. Provide a detailed description.
  
4. Reason for returning for advanced collegiate study (new assignment or revision of existing assignment, degree or credential to be acquired, advanced research, etc.).

*Note: Any appended letters from colleagues and/or supervisors detailing how the proposed leave will be of value to students, to the department, and to the District, will be considered to be part of this application.*

Revised 10/3/97

## Sabbatical Leave Supplement Documented Study/Research

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1. Research Project. Outline the project and list research objectives.
2. Research methods, procedures and techniques. Outline how the research objectives will be achieved.
3. Location where research is to be conducted. Provide specifics and list locations in chronological order.
4. Institutions and services that will be used during the course of the research. Indicate formal and informal affiliations. Include, where possible, copies of correspondence from the institutions concerned (letters from libraries, academic departments, individuals, etc., indicating their cooperation with you).

5. Research products. Describe teaching or student materials or copies thereof (books, pamphlets, papers, slides, specimens, models, equipment, etc.) that will be deposited in Shasta College for the use of teachers and/or students as a result of this sabbatical leave?
  
  
  
  
  
  
  
  
  
  
6. Benefit to the College. Provide specific examples.
  
  
  
  
  
  
  
  
  
  
7. Conferences or other activities that will be attended. Provide names, locations, dates and descriptions. Include conference announcements, letters of acceptance, etc., if available. (Documentation of attendance at these conferences should be included in your post-sabbatical report.)
  
  
  
  
  
  
  
  
  
  
8. Independent study not involving specific conferences or meetings. Describe as above, with attached letters showing approval of the plan by the schools and/or other agencies involved.

*Note: Any appended letters from colleagues and/or supervisors detailing how the proposed leave will be of value to students, to the department, and to the District, will be considered to be part of this application.*

Revised 10/3/97

## Sabbatical Leave Supplement Working in One's Field of Expertise

Name

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Division:

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1. Name of employer and location of the job assignment. Estimate the amount of compensation.
2. Proposed position and outline of duties.
3. Benefit to the College. Describe in detail how this leave will benefit you and the College in your current assignment.

*Note: Any appended letters from colleagues and/or supervisors detailing how the proposed leave will be of value to students, to the department, and to the District, will be considered to be part of this application.*

Revised 10/3/97

## **Instructions for Completion of the Application for Sabbatical Leave**

1. It is recommended that a candidate review the Academic Master Contract Agreement, Article 6.0 LEAVES, 6.2.2.1 Sabbatical Leave, to be certain that he/she understands the various provisions of the college policy. Some of the most important provisions are:
  - a. Sabbatical leaves are granted to enable recipients to be engaged in programs of research and/or study, thus to become more effective teachers within their disciplines and to enhance their services to the college.
  - b. Types of Sabbaticals:
    - (1) To pursue an advanced degree or appropriate post-graduate study within one=s teaching discipline at an accredited university or college,
    - (2) To conduct documented study and research that is conducive to improving learning and teaching effectiveness and program design related to the bargaining unit member=s assignment.
    - (3) To work in one=s field of expertise to acquire new techniques and materials consistent with current industrial, business, and/or professional practices.
  - c. A bargaining unit member is eligible to apply for either a one-semester or one-year leave of absence for the above purposes after completion of each six (6) consecutive years of certificated service to the District. The bargaining unit member shall be employed at least one-half time during a particular year in order for that year to qualify as one of the six.
  - d. Sabbatical Leave applications will be evaluated primarily in terms of the value of the leave to the students and to the District. That is, applications shall be judged not only in terms of professional value to the applicant, but in terms of what the applicant may contribute following his/her return to the District through improved classroom teaching/counseling, leadership, and curriculum development. Among applications of equivalent merit, the bargaining unit member applying for a first sabbatical leave shall have priority over a bargaining unit member applying for a subsequent leave. In determining priority, the number of those on leave during any given year shall be so balanced among the faculty as to preserve continuity in the educational programs or services of the college.
  - e. No later than March 1, the Sabbatical Leave Committee shall forward to the Superintendent/President all applications, noting those not recommended for approval and ranking those recommended for approval.

After taking into consideration all of the factors listed in section 6.2.2.1.h of the Master Contract Agreement, the Superintendent/President will also develop a recommendation regarding sabbatical leaves.

Recommendations of both the Sabbatical Leave Committee and the President/Superintendent will be presented to the Board of Trustees in April.



## Instructions for Completion of the Application for Sabbatical Leave - Page 2

- f. Bargaining unit members granted a sabbatical leave for one semester shall be paid 100% of the salary that they were paid when the application was made (adjusted by appropriate step and contractual salary increases).

Academic employees granted sabbatical leave for a period of one school year shall be paid not less than 85 percent of the annual salary that they were paid when the application was made (adjusted by appropriate step and contractual salary increases).

Prior to beginning the Sabbatical Leave, a Leave of Absence Agreement, setting forth conditions of the leave and requiring two full years of service immediately following return from sabbatical leave, must be signed by the bargaining unit member. A bargaining unit member who fails to fulfill these conditions or to render two full years of service subsequent to the leave, will be required to reimburse the District for any salary and benefits received during the sabbatical leave.

- 2. Applicants must acquire the appropriate sabbatical leave application forms from the Office of Academic and Student Affairs.
- 3. Three types of forms are available. Use one or more of these forms as appropriate. The types of leaves have been identified as:
  - 1. Advanced Degree/Postgraduate Study
  - 2. Documented Study/Research
  - 3. Working in One=s Field of Expertise
- 4. Applicants must complete all sabbatical leave forms with supporting documentation and return them to the Academic and Student Affairs Office during the month of January (both one-year and one-semester applications are due at this time). **INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED.**
  - 4.1 Applicants must provide a copy of their application to their supervisor and request that she/he provide a written statement, no later than January 31, to the Vice President of Academic and Student Affairs, regarding the effect on the curriculum, program, and operation of the department/Center should the sabbatical leave be granted. A copy of this statement shall be circulated to each department or Center member 48 hours prior to submission to the Vice President.
  - 4.2 Applicants are encouraged to solicit letters from colleagues and administrators detailing how the proposed leave will be of value to students, to the department, and to the district. Such letters, if appended to the application, will be considered to be part of the application.
- 5. Each employee returning from sabbatical leave shall file a written report, pursuant to 6.2.2.1.d (1) and (2) of the Academic Master Contract Agreement.

### Application for Sabbatical Leave Evaluation of Criteria

Circle the number that corresponds to how strongly this proposal satisfies the conditions for each criterion that applies to the proposal:

**1. Does the project contribute to the professional growth of the applicant?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**2. Is the project within the field of the applicant's expertise?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**3. Will the project improve/broaden the applicant's job-related skills?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**4. Is this a needed update in the field of the applicant's expertise?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**5. Does the applicant describe the specific methods by which the sabbatical activity is to be performed?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**6. Are the necessary logistic arrangements for use of resources documented in the applicant's forms?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**7. Is there a detailed timeframe for accomplishing the sabbatical leave goals?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**8. Will this sabbatical project produce tangible benefits to the students?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**9. Will this sabbatical project produce tangible benefits to the college?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

**10. Is it clear in the application how the outcome of the project will be shared with others?**

1	2	3	4	5
Does Not	Barely	Somewhat	Mostly	Completely

After all the criteria have been scored, add the scores and divide by the number of criteria to arrive at a mean score. It is possible that not all proposals can be rationally scored on all criteria. In the case that there are some criteria which are not applicable, the mean score will be arrived at by dividing the total score by the number of the criteria for which it was scored. This score is not a final ranking, but serves as part of the holistic evaluation of the sabbatical proposal.

Total Score: \_\_\_\_\_

APPENDIX F  
Faculty  
Coordinator Job  
Description

**SHASTA-TEHAMA-TRINITY COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**FACULTY COORDINATOR**

**Description:**

Faculty Coordinators are central to the effective functioning of specific areas within the district. Faculty Coordinators are faculty who, working under the direction of and in collaboration with the supervising administrator, assist in the coordination of the assigned area, helping to ensure that the area's programs meet the academic standards of the division, district, and system, and that they serve the needs of a diverse student population. The Faculty Coordinators Program is described in Article 4.6 of the faculty Collective Bargaining Agreement for Shasta College.

**Scope:**

Faculty Coordinators coordinate area work as described below, but they are not solely responsible, as Coordinators, for completing the instructional-related duties of other faculty as described in Article 2.1.5. These duties include curriculum development and review, program review and area planning, hiring committees, and student learning outcomes processes. Faculty Coordinators have no supervisory responsibilities toward other faculty or staff.

**Duties:**

These are the typical duties of the Faculty Coordinator position. Other duties may be mutually agreed upon with the supervising administrator. The Faculty Coordinator can be expected to do the following:

1. Communication

- Hold area meetings at least once per semester
- Communicate area-specific news and information to relevant stakeholders
- Be the point of contact for directing questions regarding course equivalencies and issues concerning curriculum or program matters
- Advise on relations with educational partners at the high schools or colleges or universities
- Seek consensus on and communicate area needs to supervising administrator
- Meet annually with supervising administrator to review and modify specific list of duties
- Communicate issues with facilities or equipment to appropriate staff as needed
- Maintain professional relationships with division staff and be courteous, timely, and responsive when communicating with division office

2. Coordination and planning

- Coordinate regular review and discussion of student- and program-related data on success, persistence, and completion
- Coordinate area learning outcomes processes

- Coordinate process annual area plans and program reviews; facilitate discussion of and document area and/or program goals.
- Work with area Curriculum Committee representatives to coordinate completion of area curriculum and program updates.
- With other faculty coordinators and Interest Area counselors, facilitate discussions of Interest Area curriculum and program-related elements
- Make recommendations to the supervising administrator on area budgets
- Communicate with other faculty coordinators on common issues, including best practices and professional development
- Collaborate with Extended Education faculty as needed
- Coordinate regular updates to the Credit by Examination/Assessment list and other credit for prior learning options

### 3. Hiring, evaluation, and class assignments

- Coordinate identification of peer evaluators for part-time and contingent faculty
- Coordinate mentoring of part-time and contingent faculty; provide mentoring as needed
- Assist in equitable hiring practices for full- and part-time searches as needed; assist in drafting of full-time faculty hiring requests as needed; provide input on part-time faculty position postings; assist in formulation of questions and teaching demonstrations
- Orient new faculty to department requirements, policies, and practices
- Provide input to supervising administrator on class schedules and appropriate assignments for full- and part-time faculty

### 4. Area presence

- Give input on marketing, area websites, and outreach efforts as needed
- Regularly review area catalog pages, associated websites, and program maps for accuracy
- Help identify potential area committee representatives as needed

### 5. Other

- Regularly participate in area coordinator meetings and trainings as required, including review of the Faculty Handbook and other information pertinent to the Faculty Coordinator role
- Keep current in district- and system-wide developments like Guided Pathways, AB705, culturally responsive curriculum, etc.
- Ensure area representation in higher level planning meetings as needed
- Be responsive to feedback for improvement from area colleagues and staff

### [6. Career Technical areas only:]

- Coordinate advisory committees, committee meetings, and meeting minutes.
- Coordinate area input on accreditation-required documents in areas where program continuance is dependent on outside accrediting bodies

**Feedback:**

Given that constructive feedback is essential for the continuous improvement of faculty coordinators, faculty coordinators will annually receive aggregated survey results and anonymous comments from all area faculty and from those division staff they work most closely with. This feedback will not be part of the faculty evaluation process described in Article 5 of the faculty Collective Bargaining Agreement for Shasta College.

**APPENDIX G**  
**Faculty**  
**Coordinator**  
**Division**  
**Allocation Rubric**



DIVISION	FT faculty in division (Weight: 1)	PT faculty in division (Weight: 2)	Number of area plans in division (Weight: 1)	Number of program reviews* (including General Studies or University Studies egrees) (Weight: 1)	Number advisory committees (Weight: 1)	Weighted totals:	Allocated % of coordinators budget of \$100,000:	Actual allocation:
ACSS								
BACTE								
DAPS								
SLAM								
								\$100,000

*\*\*Based on current number of programs. If we create program clusters, these #s would change.*