

AGREEMENT BETWEEN  
REDWOODS COMMUNITY COLLEGE DISTRICT  
AND  
COLLEGE OF THE REDWOODS FACULTY ORGANIZATION

Effective July 1, 2016 through June 30, 2019

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## ARTICLE I- PREAMBLE

- 1.1 This is an agreement between the Redwoods Community College District (hereinafter referred to as "District") and the College of the Redwoods Faculty Organization (hereinafter referred to as "CRFO" or "Organization") with the intent of enumerating the rights and responsibilities of the District and the CRFO during the period of this agreement.
- 1.2 The District and CRFO shall meet and negotiate regarding matters that arise during the period of this agreement that are within the mandatory scope of representation specified in Government Code 3543.2.
- 1.3 The language in this agreement shall prevail in the event there is a conflict between a provision(s) of this agreement and District policies, regulations, or procedures.
- 1.4 For the purposes of this agreement, the terms "faculty" and "faculty member(s)" refer to full-time faculty. Associate faculty are identified if included in an article or section of the agreement. The term "employee(s)" refers to faculty and associate faculty.

## **ARTICLE II- RECOGNITION AND AGENCY FEE ORGANIZATION**

- 2.1 Recognition: The District hereby recognizes that CRFO is the exclusive representative for the employees in the representation unit, which is composed of all faculty and associate faculty.
- 2.2 Organizational Security:
- 2.2.1 All bargaining unit members shall either become dues paying members of CRFO or pay CRFO a Fair Share Fee (agency fee) in an amount not to exceed the periodic dues of CRFO. The District shall distribute relevant Fair Share Fee documents provided by CRFO in the pre-employment packet. Said obligations shall commence upon a unit member's first day of employment and shall continue for the entire period of the unit member's employment within the bargaining unit.
- 2.2.2 Procedures For Dues And Fair Share Service Fee Deductions. The District shall deduct from the monthly salary of all unit members one hundred percent (100%) of CRFO dues, Fair Share Fees, assessments, and other deductions or obligations identified by CRFO. CRFO shall notify the District of such other assessments, deductions, or obligations by the fifteenth (15th) of each month or by the first (1st) of each month if more than a few members are affected. District payments of all dues, Fair Share Service Fees, assessments, deductions and other obligations to CRFO shall be made by the tenth business day following each payday. If CRFO alters its dues and/or Fair Share Fees, CRFO shall forward to the District Payroll Office all changes in new Membership Authorization Forms or changes in Fair Share Fee Forms by the fifteenth (15th) of each month in order for the dues and/or fees to be deducted from the unit member's wages in the next payroll and paid to CRFO.
- 2.2.3 Fair Share Fee Option: Unit members shall not be required to become members of CRFO. Unit members shall have the right to request the Fair Share Fee option. CRFO shall notify the District whenever a unit member chooses the Fair Share Fee option.
- 2.2.4 Membership List: Each October and March, the District will provide CRFO with an electronic file containing the full names and home addresses of all current faculty and associate faculty.
- 2.3 Indemnification: CRFO shall indemnify and hold the District harmless from any and all claims, demands or suits, or any other action arising due to the organizational security provisions set forth herein in the absence of District negligence, recklessness or fraud. In such an instance where CRFO is responsible for such indemnification and legal services are necessary, the parties shall mutually select an attorney to provide legal services.
- 2.4 Applicable Law: Nothing in this Article is intended to limit the rights of any unit member under law, including but not limited to the California Educational Employment Relations Act. (Reference: Government Code Section 3540, et. seq.)

## ARTICLE III- WAGES AND WORKING CONDITIONS

### 3.1 Definitions:

- 3.1.1 Fiscal Year: July 1 of any year through June 30 of the following year.
- 3.1.2 Calendar Year: January 1 through December 31.
- 3.1.3 Academic Year: The combination of the fall and spring semesters of any fiscal year, excluding the intervening winter and summer sessions, totaling 175 instructional days.

### 3.2 Academic Calendar:

- 3.2.1 The academic calendar will be negotiated annually by CRFO and the administration and agreed to by December 15.
- 3.2.2 While negotiating the calendar in any given year the negotiation team will also create a draft calendar for the second year out.
- 3.2.3 On or before October 1 of each year, CRFO will request in writing to initiate the process for academic calendar negotiations.

#### 3.2.4 Definitions:

3.2.4.1 Academic Calendar: A calendar that establishes the following:

- The beginning and ending dates of the fall and spring semesters.
- The time frames within which the District may offer winter and summer sessions.
- The dates on which census rosters, final grade reports, and flex forms are due.

3.2.4.2 Current Academic Calendar: Calendar for the current year.

3.2.4.3 Proposed Academic Calendar: Calendar for the next year.

3.2.4.4 Draft Proposed Academic Calendar: Calendar intended to become the next year's proposed calendar.

	2017-2018	2018-2019	2019-2020	2020-2021
Current Year	Calendar	Calendar	Calendar	Calendar
Next Year	Proposed	Proposed	Proposed	Proposed
Year after Next	Draft Proposed	Draft Proposed	Draft Proposed	Draft Proposed

### 3.2.5 Process

- 3.2.5.1 Designate “Draft Proposed Academic Calendar” as “Proposed Academic Calendar.”
- 3.2.5.2 Review the “Proposed Academic Calendar” to correct technical errors and negotiate changes to ensure legal compliance.
- 3.2.5.3 Designate the “Proposed Academic Calendar” as the following year’s “Academic Calendar.”
- 3.2.5.4 On mutual agreement, changes beyond legal or technical compliance may be negotiated to the “Academic Calendar.”
- 3.2.5.5 Negotiate a new “Draft Proposed Academic Calendar.”
- 3.2.5.6 The DISTRICT and CRFO will agree on an “Academic Calendar” and a “Draft Proposed Academic Calendar” by November 15 of each year.
- 3.2.5.7 If agreement cannot be reached on either the “Academic Calendar” or “Draft Proposed Academic Calendar” by November 15, parties will contact the State Mediation and Conciliation service and ask for a mediator to be assigned.
- 3.2.5.8 The next year’s “Academic Calendar” will be forwarded to the President no later than December 15. If negotiations on changes beyond legal and technical compliance issues are not completed by December 15, then the “Academic Calendar” created in step III will be forwarded to the President.
- 3.2.5.9 Upon mutual agreement, DISTRICT and CRFO may continue to negotiate the “Draft Proposed Academic Calendar” beyond the December 15 deadline. When complete, the “Draft Proposed Academic Calendar” will be forwarded to the President.

3.2.5.10 The “Academic Calendar” will be sent to the Board of Trustees for approval pursuant to board policy.

### 3.3 Workload Measures

#### 3.3.1 Class Size

3.3.1.1 Class sizes will be determined through the Academic Senate’s curriculum approval process.

3.3.1.2 Minimum class size shall be twenty for all lecture, laboratory, and seminar classes.

3.3.1.3 Independent study and research classes are not subject to this minimum.

3.3.1.4 Exceptions to this minimum may be authorized by the Vice President of Instruction and Student Development or designee as assigned by the President/Superintendent. Exceptions may include but are not limited to courses required for graduation; courses required in a major or in career subject areas; courses offered irregularly based on enrollment and need, limited classroom or laboratory facilities, campus size, and geographical location; experimental or pilot programs; statutory and state regulations mandating class size; and a class of unanticipated small size as an unassignable part of the faculty member’s regular load.

3.3.2 All full-time teaching faculty are expected to participate in convocation activities, which will be held on a maximum of two weekdays immediately prior to the first day of fall semester classes. All full-time teaching and non-teaching faculty are also expected to participate in their campus commencement exercises, which will be held within eight calendar days following the end of the spring semester final examination week.

3.3.3 The workload of teaching faculty and associate faculty is measured in Teaching Load Units (TLUs) computed as follows for each course taught:

3.3.3.1  $(1.5) \times (\text{Semester Credit Units of Lecture Courses}) + (3.0) \times (\text{Semester Credit Units of Laboratory Courses})$ .

3.3.3.2 Nursing clinical labs will be compensated at the rate of 1.25 TLUs per course unit.

3.3.3.3 Career Development and College Preparation (CDCP) non-credit lecture courses are compensated at the equivalent TLU rate as credit lecture courses (i.e., 1.5 TLUs per 18 lecture hours).



- 3.3.3.3.1 Only non-credit lecture courses associated with a CDCP will be compensated at the credit lecture rate.
- 3.3.3.4 All non-credit lab courses are compensated at the equivalent TLU rate as credit lab courses (i.e., 1 TLU per 18 lab hours).
- 3.3.3.5 Non-credit capitation-based courses will be compensated at \$50 per course plus \$3 per student per documented contact hour (i.e. actual student attendance) up to the maximum number of hours indicated on the course outline.
- 3.3.3.6 Assignments to non-credit capitation courses and independent study courses do not carry teaching load units (TLUs). These courses are not considered part of a full-time faculty member's regular teaching load.
- 3.3.3.7 Faculty and associate faculty will be compensated for each student enrolled in a field experience course to which that faculty or associate member is assigned. Compensation will be based on official enrollment as of the census date or date required by the Chancellor's Office for State apportionment funding. Assignments to field experience courses do not carry teaching load units (TLUs) and are not considered as part of the faculty or associate faculty member's teaching load. The compensation rate shall be \$50.00 per student per semester and \$54 per lab unit for each student enrolled in field experience courses (including ADCT 42, CE 41, CE 42, and DRAMA 38).
- 3.3.3.8 Faculty and associate faculty assigned as a supervisor for ADCT 17 and SOC 38 will be compensated 1.5 TLUs and \$50.00 per student officially enrolled as of the term census date.
- 3.3.4 The standard workload for teaching faculty is 22.5 TLUs per semester or 45.0 TLUs per academic year, which is sufficient to meet the minimum of 1050 annual hours as required by Education Code 22138.5(c)(1).
- 3.3.5 The workload for nonteaching faculty is measured in work hours. The standard workload for nonteaching faculty is 1,204 work hours and will not be scheduled in more than 190 weekdays over the fiscal year unless mutually agreed to by the non-teaching faculty and his/her administrative supervisor and will not normally exceed 35 hours/week. Unless otherwise mutually agreed to by the faculty member and the administration, work hours for nonteaching faculty will not be scheduled on weekends or holidays.

The annual work schedule for nonteaching faculty will be established by April 15 of the previous fiscal year.

- 3.3.5.1 Counseling faculty yearly assignments shall consist of a minimum of 963 hours of direct scheduled counseling, a minimum of 72 hours of college service activities as described in schedule F-0, and a minimum of 169 hours of professional counseling activities (e.g. responding to email, updating curriculum, etc.).
- 3.3.5.2 Typically counseling faculty weekly assignments shall consist of a minimum of twenty-eight (28) hours of direct scheduled counseling, a minimum of two (2) hours of college service activities as described in Schedule F-0, and a minimum of five (5) additional hours of professional counseling faculty activities.
- 3.3.5.3 The 963 hours of direct scheduled counseling shall include appointment counseling faculty hours, drop-in counseling faculty hours, student orientations, and any synchronous direct contact with students or prospective students related to the development of a student education plan.
- 3.3.5.4 The 169 hours of professional counseling faculty activities include preparation; follow-up and email involving student contact; program & curriculum development; workshop and orientation preparation; and serving as liaisons with high schools and instructional divisions.
- 3.3.5.5 Appointment counseling faculty hours are scheduled on the basis of an average of two (2) appointments per hour except for the development of Student Education Plans, Veteran Plans, and EOPS Plans and personal or crisis counseling.
- 3.3.5.6 Drop-in counseling faculty hours are scheduled on an as needed basis.
- 3.3.5.7 If a student scheduled for appointment counseling is a “no show” or leaves the appointment early, counseling faculty shall provide drop-in counseling services if needed.
- 3.3.5.8 When a counseling faculty member provides more than 28 scheduled appointment counseling hours in a week, his/her pro rata will be adjusted to reduce by the same number the scheduled appointment counseling hours in a future week or weeks.
- 3.3.5.9 When counseling faculty perform credit instruction for load, their regularly scheduled counseling hours shall be reduced by 1.5 hours per

week for every unit of lecture taught and by 1 hour a week for every unit of lab taught.

- 3.3.5.10 Reassignment of counseling faculty from any portion of the twenty-eight (28) weekly hours of direct scheduled counseling for the purpose of providing TLU-based instruction will be approved by the CIO. All other reassignments of counseling faculty from any portion of the twenty-eight (28) weekly hours of direct scheduled counseling will be negotiated through the SARTCo process.
- 3.3.5.11 All full-time counselors will be scheduled to provide direct student counseling two weeks prior to and after the beginning of each semester.
- 3.3.6 Associate Faculty: Associate faculty will not be assigned a teaching load in excess of 80% of a full-time equivalent in any semester or 67% of a full-time equivalent workload in any academic year.
- 3.3.7 Summer session and Intersession do not count towards the 67% load limit for Associate Faculty in accordance with Ed Code 87474.
- 3.3.8 Clinical nursing Associate Faculty will be exempt from the above two contract sections and instead be governed by California Ed Code Section 87482 subdivision b and c.
- 3.3.9 Large-class Format: Additional TLUs will be provided to faculty and associate faculty who teach large classes.
  - 3.3.9.1 Courses approved by the Curriculum Committee to be taught in the large-class format will be compensated at the rate of 115% TLU for 50 students and an additional 1% for every student beyond 50. Only students who are officially enrolled in and attending class at census count toward the class size calculation. In no case will the large-class format TLU multiplier described here apply to courses not approved by the Curriculum Committee to be offered in a large-class format.
  - 3.3.9.2 The TLUs for the large-format classes may be shared among two or more faculty/associate faculty members who are assigned to the same large-format class section or may all be allocated to a single faculty/associate faculty member.
  - 3.3.9.3 The TLUs for large-format classes may be part of a faculty member's regular load or may be carried by a full-time faculty member as an overload. In no case will an associate faculty member be assigned to teach a large-format class if doing so will cause the associate faculty member's teaching load to exceed in an

academic year 67% or exceed in a single semester 80% of a full-time teaching load.

- 3.3.9.4 If classes planned as large format do not enroll the required number of students and if this causes an underload for a faculty member, the underload will be made up in the usual ways provided for in the collective bargaining agreement.
  - 3.3.9.5 If required, readers or aides will be provided to assist faculty/associate faculty teaching large-format classes. Two hours of assistance per week will be provided for classes of 60-85 students, four hours of assistance per week will be provided for classes of 86 and 110 students, and six hours of assistance per week will be provided for classes of 111 students or more. A greater or lesser number of hours may be allocated, depending on circumstances and by the mutual agreement of the faculty/associate faculty member and the CIO or designee as assigned by the President/Superintendent.
  - 3.3.9.6 Combined class sections are not be eligible for large-class format except for the combined lecture of a science or health occupation lecture/lab course or other combined class sections approved by the DISTRICT and CRFO through the SARTCo process.
  - 3.3.9.7 No courses offered by means of distance education technology will be eligible for large-class format as defined above.
- 3.3.10 Telepresence courses are scheduled, synchronous courses in which the instructor of record at one CR location provides instruction via interactive video-based technology to students at other locations who are enrolled in concurrent course sections.
- 3.3.10.1 Telepresence enrollment is defined as the number of students enrolled and attending via interactive video-based technology at census a designated telepresence course in a section other than the one for which the instructor of record is physically present.
  - 3.3.10.2 If a faculty or associate faculty member periodically teaches in-person at different telepresence course locations, then the instructional location at which the faculty or associate faculty member teaches most will be designated as his/her “home instructional site” and all other instructional sites will be designated as “telepresence sites.”
  - 3.3.10.3 The total number of students enrolled in and attending a given telepresence course in all its concurrently offered sections will not exceed the maximum class size as established by the course outline of

record. Instructors may, but are not required to, authorize students beyond the maximum class size via the add process.

3.3.10.4 Any telepresence course scheduled to enroll 50 or more students must first be approved by the Curriculum Committee as a large-format class.

3.3.10.5 Additional TLUs will be provided to faculty and associate faculty who teach telepresence courses. Courses approved by the Curriculum Committee to be taught via telepresence will be compensated at the rate of 100% TLU + .05 TLU for each telepresence course section. In no case will the telepresence TLU multiplier described here apply to courses not approved by the Curriculum Committee to be offered via telepresence. In no case will an associate faculty member be assigned to teach a telepresence course if doing so will cause the associate faculty member's teaching load to exceed in an academic year 67% or exceed in a single semester 80% of a full-time teaching load.

3.4 Teaching Faculty with Underloads: If a faculty member does not have a full teaching load because classes are cancelled or are not available, the following options shall be available:

3.4.1 The faculty member may elect to withdraw accumulated and banked TLUs sufficient to make up a full load. Banked TLUs may not be used to obtain overload.

3.4.2 The faculty member may elect to make up the underload within three (3) semesters by teaching additional classes beyond his or her normal class load or regular obligations. Non-teaching hours will be converted to TLUs using the formula established in Section 3.9.3.

3.4.3 If there remains an underload, additional activities to meet the faculty member's workload obligation within three (3) semesters will be determined through the SARTCo process to ensure that the workload is equivalent to the remaining underload TLU's

3.5 Additional Standard Responsibilities:

3.5.1 Additional Full-Time Faculty Responsibilities

3.5.1.1 Student Consultation: A regular part of a faculty member's assignment is to provide guidance and advice to students throughout the academic year. Student consultation hours are part of a faculty member's professional responsibility.

- 3.5.1.2 Student Learning Outcomes, Program Learning Outcomes, and Assessment: A regular part of a faculty member's assignment is to participate in the program development and assessment of student learning outcomes and program learning outcomes. Faculty members are responsible for ensuring that course outlines of record are current and reflect effective practices for outcomes and assessment.
- 3.5.1.3 In addition to his/her regular assignment, a faculty member is expected to engage in at least two college service activities as part of his/her professional responsibilities. Committees/activities approved to meet these requirements are listed on Schedule F-0.

3.5.2 Additional Associate Faculty Responsibilities:

- 3.5.2.1 Student Learning Outcomes, Program Learning Outcomes, and Assessment: While under contract, a regular part of an associate faculty member's assignment is to participate for up to one hour per contract term in the development and assessment of student learning outcomes and program learning outcomes. Associate Faculty will be compensated \$20 for this hour. When the District determines that an outcome or assessment project will require more than one hour of participation during a contract term, compensation will be made available through the Stipend & Reassigned Time Committee (SARTCO) request process.

3.6 Stipends, Reassignments, Special Assignments, and Salary Supplements

- 3.6.1 Temporary Assignment Changes: Temporary changes (of one year or less) in an individual faculty member's work year may be made through the SARTCO process.
- 3.6.2 While faculty teaching assignments will not normally be changed after the beginning of a semester, except in cases of low enrollment or underloads, the District reserves the right to change assignments during the semester upon a reasonable determination by the District that such a change is necessary to protect the integrity of instruction, the effectiveness of college operations, or the health and safety of students, faculty, and staff. The administrator must communicate to the faculty member the reasons for the teaching reassignment. The faculty member shall receive written rationale upon request.
- 3.6.3 An annual stipend of \$1,500 per full-time assignment shall be paid for all faculty members who have an earned doctorate degree. Faculty members on reduced load shall receive a prorated portion of the stipend.
- 3.6.4 For additional duties beyond normal faculty assignments, coaches will be paid a stipend according to Schedule C.

- 3.6.5 For special assignments in addition to or in place of their regular responsibilities, faculty or associate faculty members may receive stipends in addition to their salaries and/or reassigned time. Stipends and reassigned time will be negotiated between the District and CRFO using the SARTCO process (see Schedule H).
- 3.6.6 Summer Work. Full-time faculty requested by the District to attend District-called meetings or perform other work after commencement and before fall convocation will be paid \$40 per hour of work. All work eligible for payment must be preapproved by the District, and the maximum number of hours of summer work is 20 hours per faculty member for each activity unless mutually agreed to by the District and CRFO. Faculty work after commencement and before convocation is voluntary. Preparation time, drive time, and mileage are not included in the stipend.
- 3.6.7 The District may create special additional salary supplements for faculty members through an Endowed Faculty Chair Program. The funding would come from privately endowed foundation funds.
  - 3.6.7.1 Recipients of these special additional salary supplements will be selected by a committee of three members. One member of the committee shall be appointed by the District, one by the Academic Senate, and one by the grantor. The Human Resources Officer shall convene the committee.
- 3.6.8 Faculty Administrative Activities: Compensation for faculty members performing administrative or coordination activities will be established by memorandum of understanding (MOU) to this contract.
  - 3.6.8.1 Evaluation: The quality of a faculty member's performance in activities for which nonteaching load credit is provided will be evaluated as part of the faculty evaluation process.
- 3.6.9 New Faculty Nonteaching Load Credit: In order to provide time for mentoring and staff development for new faculty members, all tenure-track faculty members shall receive 4.5 TLUs of nonteaching load credit during their first year of employment. The purpose of this nonteaching load credit is to allow participation in the New Faculty Orientation Program. In addition, new first-time faculty will not normally carry overload schedules and may be excused committee assignments for the first year of employment. New faculty are not prohibited from serving on committees during their first year of full-time faculty employment with the District. Administrators reassigned as faculty will not normally be provided nonteaching load credit for in-service training, but exceptions may be approved by the President/Superintendent, or designee as assigned by the President/Superintendent.

### 3.7 Overload

3.7.1 Overload is defined as any assignment of a faculty member that exceeds:

1. Teaching faculty - 45 TLUs or equivalent per academic year
2. Nonteaching faculty - 1,204 hours per year or equivalent

Making up a previous underload will be exempt from the above definition.

3.7.2 Overload for faculty will be compensated per TLU at the associate faculty parity percentage of the faculty member's current annual salary.

$(\$Faculty\ Salary / 45TLU \times Parity\% \times Number\ of\ TLU)$

3.7.3 The TLU rate so determined shall be converted to the equivalent hourly rate by dividing by a factor of 21.6 for a nonteaching assignment, by 12 for lecture classes, and by 18 for lab classes. Overload pay will be paid no later than the April 10 supplemental payroll, provided that all required documentation and approvals are received in the Payroll Office before March 31.

3.7.4 The chief financial officer (CFO) or designee as assigned by the President/Superintendent may approve monthly payments or early payment for faculty in special circumstances, such as those teaching short-term classes or small portions of regular classes or those who have a verifiable hardship and whose classes are all certain not to be canceled. Requests for approval of monthly or early payment must be made in writing to the CFO or designee as assigned by the President/Superintendent. Except for the situations listed above, the normal practice of the District will be to pay overload no later than the April 10 supplemental payroll.

3.7.5 Overload assignments shall be voluntary.

### 3.8 Load banking

A faculty member is allowed to teach additional classes above the normal class load. Nonteaching hours will be converted to TLUs using the formula established in section 3.9.3. Overload for work other than TLU-based instruction will be negotiated through the SARTCo process. In lieu of payment for this overload, the faculty member may elect to bank those TLUs for future use as released time.

3.8.1 The banked TLUs will be accumulated at a rate of 100 percent of the actual TLUs worked.

3.8.2 The frequency of released time under this article shall be no more than one semester (or its equivalent) out of every three years.

3.8.3 Banked TLUs may not be accumulated and used in the same semester.



- 3.8.4 Each semester a faculty member wishing to bank TLUs must complete a "banking application," which includes approval by his/her dean or director and the Vice President of Instruction and Student Development or designee as assigned by the President/Superintendent. This completed form is submitted to the Human Resources Office.
- 3.8.5 No more than 22.5 TLUs can be accumulated.
- 3.8.6 If a section being banked is canceled, the banking is canceled and the faculty member is paid for the classes that met.
- 3.8.7 A faculty member who does not carry a full load in any semester will withdraw any accrued TLUs, at the rate earned, from the bank to complete the load.
- 3.8.8 The faculty member must apply for banked time off at least one month before the class schedule development deadline.
- 3.8.9 Prior to using banked time, the following must be certified by the faculty member, the appropriate dean or director, and the CIO or designee as assigned by the President/Superintendent:
- The quality of the program in which the faculty member teaches or serves will not be jeopardized by the absence of the faculty member, and/or
  - Competent faculty and/or associate faculty are available to teach the classes/provide the services ordinarily provided by the faculty member requesting to use banked time vacated by the faculty member.
- 3.8.9.1 If the request to use banked time is denied, the faculty member will receive written rationale for the denial via email.
- 3.8.10 In the event the faculty member is no longer employed by the District, the banked TLUs will be paid to the individual or his/her estate.

### 3.9 Regular Salary

- 3.9.1 For the purposes of calculating wages, fee-based, non-FTES-generating classes and not-for-credit contract classes are excluded from this section of the agreement.
- 3.9.2 Initial Placement of Faculty Whose Employment Agreement Begins after June 30, 2001:

Placement of all faculty will be determined by Class (column) and Step as described below:

Class I – without a Master's Degree

- Class II – Master’s Degree
- Class III – Master’s Degree plus 50 units beyond a Bachelor’s Degree
- Class IV – Master’s Degree plus 70 units beyond a Bachelor’s Degree or earned Doctorate Degree

3.9.2.1 For all Classes, all degrees and units must be from regionally accredited (or equivalent) institutions of higher education.

3.9.4 For Classes III and IV, all units beyond a Bachelor’s Degree must be upper-division or graduate-level semester units (or equivalent) earned subsequent to the granting of the Bachelor’s Degree.

3.9.5 Up to five steps may be credited to a faculty member for full-time, non-teaching, professional experience and will be computed as follows: one step for each two years of experience.

3.9.6 Up to five steps may be credited to a faculty member for prior teaching experience.

3.9.6.1 Credit for college teaching experience will be computed as follows:  
- One step for each one year of experience.

3.9.6.2 Credit for high school teaching experience will be computed as follows:  
- One step for each two years of experience.

3.9.7 For any initial placement, no matter the combination, maximum placement is Step 5.

3.9.8 Documentation that may affect initial placement must be submitted within 30 days of signing the initial Employment Agreement.

3.9.9 Step Advancement: Faculty will advance one step per year of paid service with the District.

3.10 Placement of all associate faculty will be determined by Class (column) and Step as described below:

- Class 0 – Below Class I
- Class I – Bachelor’s Degree plus 8 years of relevant professional experience
- Class II – Master’s Degree
- Class III – Master’s Degree plus 50 units beyond a Bachelor’s Degree
- Class IV – Master’s Degree plus 70 units beyond a Bachelor’s Degree or earned Doctorate Degree

- 3.10.1 For all Classes, all degrees and units must be from regionally accredited (or equivalent) institutions of higher education.
  - 3.10.2 For Classes III and IV, all units beyond a Bachelor's Degree must be upper division or graduate level semester units (or equivalent) earned subsequent to the granting of the Bachelor's Degree.
  - 3.10.3 Initial placement of associate faculty will be in Step 1 in Classes 0, I, II, III or IV. However, one additional step may be credited to associate faculty members with more than one full-time equivalent year of prior college teaching experience from an accredited institution. The maximum initial placement for associate faculty is Step 2.
  - 3.10.4 Documentation that may affect initial placement must be submitted within 30 days of signing the initial Employment Agreement.
  - 3.10.5 Each Step increase requires the completion of an additional 45 TLUs.
- 3.11 Salary:
- 3.11.1 Faculty:
    - 3.11.1.1 Except as provided below, Faculty members will be paid an annual salary based on education and experience, according to the faculty salary schedule (Schedule A). Contractual changes to the faculty salary schedules agreed to for a given fiscal year become effective with the beginning of the fall semester.
    - 3.11.1.2 Salary for faculty will be paid in twelve equal installments. Payments will be made at the end of each month of the fiscal year, on the last day that the central administrative office of the District is open for business. The balance of the annual installments will be paid by the end of June.
    - 3.11.1.3 Effective July 1, 2016, all cells of Schedule A 2013-2016 will be increased by 2%. The resulting schedule is titled Schedule A 2016-2017.
    - 3.11.1.4 Effective July 1, 2017, faculty members will be paid 2% of their 2016-17 salary based on Schedule A 2013-2016, retroactive to July 1, 2016 to reflect an increase of 2% to Schedule A 2013-2016 effective July 1, 2016.
    - 3.11.1.5 Effective July 1, 2017, all cells of Schedule A 2016-2017 will be increased by 2%. The resulting schedule is titled Schedule A 2017-2018.

3.11.1.6 Effective July 1, 2018, all cells of Schedule A 2017-2018 will be increased by 2%. The resulting schedule will be titled Schedule A 2018-2019.

3.11.2 Associate Faculty

3.11.2.1 Except as established elsewhere in this agreement, effective July 1, 2017, associate faculty will be paid according to Schedule B 2017-2018, which is based on a TLU rate and is at least 68 percent parity of Schedule A 2017-2018 in effect July 1, 2017.

3.11.2.2 Except as established elsewhere in this agreement, effective July 1, 2018, associate faculty will be paid according to Schedule B 2018-2019, which is based on a TLU rate and is at least 69 percent parity of Schedule A 2018-2019 in effect July 1, 2018.

3.11.2.3 Effective July 1, 2017, associate faculty members will be paid 3.5% of their 2016-17 salary, retroactive to July 1, 2016 to reflect retroactive adjustments to Schedule A of 2% and retroactive increase to associate faculty parity of 1% effective July 1, 2016.

3.11.2.4 Effective July 1, 2017, class 0 of Schedule B is increased from five (5) steps to ten (10) steps.

3.11.2.5 Hourly Lecture Rate: Placement on the associate faculty salary schedule, divided by 12.

3.11.2.6 Hourly Lab Rate: Placement on the associate faculty salary schedule, divided by 18.

3.11.2.7 Hourly Counselor Rate: Placement on the associate faculty salary schedule, divided by 21.6.

3.11.2.8 Class Advancement. With appropriate further education, faculty shall advance to a higher class.

3.12 Associate Faculty: Other Compensation

3.12.1 Associate Faculty Paid Office Hour Program: The Associate Faculty Paid Office Hour Program begins January 2018 and is governed by the provisions of Education Code Sections 87889 through 87885 which establish and define the Part-Time Faculty Office Hours Program.

3.12.1.1 The program is available to associate faculty only, and participation of associate faculty in the program is voluntary.

- 3.12.1.2 Associate faculty teaching fewer than 7 TLU are eligible for one compensated hour per week. Associate faculty teaching 7 or more are eligible for up to two compensated hours per week. Each eligible, documented office hour is compensated at \$40.
- 3.12.1.3 Associate faculty participating in the program shall establish and maintain a regular schedule of office hours and/or planned method(s) of student consultation.
- 3.12.1.4 To participate in the program, associate faculty shall complete and submit the "Intent to Participate in the Associate Faculty Paid Office Hour Program" form (see Schedule D) in conjunction with their assignment contract to their dean or appropriate administrator by the first day of the second week of assignment.
  - 3.12.1.4.1 The associate faculty and the dean or appropriate administrator shall mutually agree on the schedule and/or planned methods of student consultation. The dean or administrator may meet with the associate faculty member to discuss the proposed schedule or plan and, if necessary, decide upon a mutually agreeable alternative.
- 3.12.1.5 Normally, office hours for associate faculty employees with assignments on campus are "physical presence" office hours. Appropriate locations for office hours may include, but are not limited to, division offices, division labs, classrooms, tutorial centers, library, and the cafeteria. Associate faculty shall use professional discretion in determining the appropriate time and location of their office hours. Scheduled office hours and location shall be specified in the course syllabus.
  - 3.12.1.5.1 Faculty employees who teach through a distance learning delivery system, including online, shall provide for student consultation through one or more of the following methods: "physical presence" office hours, online synchronous office hours, instant messaging or equivalent means, email correspondence, telephone contact or instructor-student communication forums such as bulletin boards or chat rooms in Canvas. Distance learning associate faculty shall use professional discretion in selecting the appropriate method(s) of student consultation and shall specify those method(s) in the course description including the response time for asynchronous communication.

3.12.1.6 Participating part-time faculty shall report the dates and times of held office hours using Schedule E. Faculty shall notify their dean of any cancelled office hours.

3.12.2 Associate Faculty Curriculum Updating. Associate faculty may be eligible to receive a stipend of \$40 to revise or update an existing course outline provided all of the following criteria have been met:

- A dean, director, or other appropriate administrator has determined that a specific course needs to be revised or updated.
- There are no full-time faculty with relevant expertise available to revise or update the course outline.
- The associate faculty member possesses relevant expertise.
- The dean, director, or appropriate administrator has provided written approval for the associate faculty member to update or revise the course outline.

3.12.2.1 If more than 2 hours of curriculum development or course outline revision/updating is required, a dean, director, or other appropriate administrator may initiate a compensation request via the SARTCo process.

3.12.3 Associate Faculty Committee Service

3.12.3.1 The District will provide stipends for up to two (2) associate faculty elected to the CRFO Executive Committee and up to five (5) associate faculty assigned by the Academic Senate Co-Presidents, in consultation with the administration, for participation on the following College Committees: Academic Senate, Assessment, Basic Skills, and other committees by mutual agreement between the Academic Senate Co-Presidents and the VPISD. The Senate Co-Presidents will make recommendations for paid committee assignments and the VPISD will make the final decision on the appointments.

3.12.3.2 Any associate faculty member selected to complete paid committee service is expected to attend committee meetings regularly, participate fully with the assigned committee, and is limited to compensation for convened meetings.

3.12.3.3 Compensation for paid committee service is \$40 per hour of convened meetings up to a maximum of 25 meeting hours per semester. Meeting preparation, travel time, and mileage are not included in the

stipend.

- 3.12.3.4 All paid associate faculty committee service must be authorized by the VPISD before the first hour of service is performed.

3.13 Field Experience Courses:

Faculty/Associate Faculty shall receive compensation for performing off-campus coordination of students who are enrolled in field experience courses. Assignments to field experience courses are voluntary and, upon application by faculty/associate faculty members, will be made by the Vice President or designee as assigned by the President/Superintendent.

- 3.14 Independent study: Faculty members shall not be paid for independent study courses.

3.15 CRFO Nonteaching Load Credit:

The District will grant 49 TLUs of nonteaching load credit to CRFO for distribution as their Executive Committee determines. The approval and use of this nonteaching load credit for a faculty member is subject to the approval of the faculty member's supervisor. CRFO will have the option to purchase up to another 24.5 TLUs at the faculty overload pay rate. The approval and use of this additional nonteaching load credit is also subject to the approval of the faculty member's supervisor.

- 3.15.1 a. CRFO may bank up to 45 TLU's.  
b. To the extent allowable by law, banked TLU expenditures will be excluded from the 50% law calculation.

3.16 Distance Education Instruction:

Distance education instruction is defined as instruction in which the faculty/associate faculty member and the students are separated by distance and interact through the assistance of communication technology.

- 3.16.1 Prior to teaching an online course for College of the Redwoods, faculty and associate faculty must do at least ONE of the following:

- Complete the College of the Redwoods Online Teaching and Learning Training sponsored by the CR DE Planning Committee in consultation with the Academic Senate.
- Earn a Certificate of Completion in Online Teaching from an accredited college or university, such as the UCLA Online Teaching Program, Cerro Coso Online Educators Certificate Program, or @One Teaching Certification Program.
- Provide documentation of prior successful experience in teaching online courses at College of the Redwoods. Appropriate documentation is as follows:

- At least one satisfactory evaluation report (F-5/AF-5) that includes evaluation of one or more online sections taught at College of the Redwoods.
- 3.16.2 The development of online courses designated as “high-priority for online offering” by the VPISD, in consultation with the Academic Senate, will be compensated as follows:
- The TLU reassignment (or equivalent stipend) will be equal to the TLU associated with the face-to-face course as determined by the course outline of record.
- 3.16.3 Faculty and associate faculty who develop at the District’s request a high-priority for online offering course also agree to
- Create and represent an online course proposal form and pass review by the Curriculum Committee and Academic Senate.
  - Develop the content to deliver a course for online delivery in Canvas.
  - Complete the online course consistent with the course learning outcomes and OEI course exchange rubric as determined by the DE Faculty Coordinator.
  - Place the content under a creative commons license.
- 3.16.4 The faculty or associate faculty member must be CR-certified to teach online with OTLT certification recommended.
- 3.16.5 For remuneration, the instructor will choose either TLUs or stipend. TLUs will be applied to the next immediate semester or banked according to Article 3.10. Associate faculty will receive a stipend determined by the TLU value of the course multiplied by the appropriate TLU rate. Stipends will be issued when the online course is published in Web Advisor for student registration.
- 3.16.6 The faculty or associate faculty will teach the online course at least twice in two years provided the course is offered.
- 3.16.7 Associate faculty will have "first right of refusal" to teach the course the third time it is offered.
- 3.16.8 Faculty members may agree to teach courses using distance education instruction on a voluntary basis. The scheduling of a faculty member to teach such courses will be by mutual agreement of the faculty member and the administration. The



District may employ new faculty members with the understanding that their regular schedule may include assignments in distance education instruction, provided the job announcement and the faculty member's employment agreement so indicate.

3.16.7.1 Instructional materials developed by a faculty/associate faculty member on his/her own time using no District funds or other District resources are the property of the faculty/associate faculty member. Instructional materials produced by a faculty/associate faculty member in exchange for additional compensation or released time are the property of the District unless otherwise agreed upon by the District and the faculty/associate faculty member. The ownership of other instructional materials developed by a faculty/associate faculty member in his/her capacity as an employee of the District is determined by individual agreement between the faculty/associate faculty member and the District. Electronic recordings of a faculty/associate faculty member's lectures, performances, or other presentations will not be used by the District for any purpose without the consent of the faculty/associate faculty member. Any agreement for the use of such recordings will be negotiated on an individual basis between the faculty/associate faculty member and the administration, in consultation with a designated representative of CRFO.

### 3.17 Weekend Classes:

A faculty member may agree to and accept a schedule that includes Saturdays and/or Sundays. The District may employ new faculty members with the understanding that their regular schedule may include assignments on Saturdays and/or Sundays, provided the job announcement and the faculty member's employment agreement so indicate.

## ARTICLE IV- LEAVES

### 4.1 Calculation of Leave Usage

4.1.1. Calculation of leave usage for faculty members: Deductions will be made proportionate to assignments, in one-quarter-day increments, regardless of how many hours were involved. For example, if a faculty member misses an entire day's assignment, he/she will be charged one full day. If a faculty member misses one half of an entire day's assignment, the deduction will be one-half day.

4.1.2 Calculation of leave usage for associate faculty members: Deductions will be made as follows:

≤ 2 hours of missed scheduled work =  $\frac{1}{4}$  day leave.

> 2 but ≤ 4 hours of missed scheduled work =  $\frac{1}{2}$  day leave.

> 4 but ≤ 6 hours of missed scheduled work =  $\frac{3}{4}$  day leave.

> 6 hours of missed work = 1 day leave.

### 4.2 Sick Leave: Every year, each faculty member of the District shall be granted ten days of injury or illness leave.

Every semester, each associate faculty member shall earn injury or illness leave in accordance with the table below. Unused injury or illness leave carries over and accumulates. Injury and illness leave for associate faculty is granted on the first day of the semester, and any subsequent adjustments to load will cause adjustments to injury and illness leave accrual as appropriate.

0 – 4.5 TLU = 1 Day

4.51 – 9.0 TLU = 2 Days

9.01 – 13.5 TLU = 3 Days

13.51 – 18.0 TLU = 4 Days

By January 1, 2018, the District will calculate and the total accumulated sick leave earned for each associate faculty member.

4.2.1 Any faculty member who has been an employee of a California school district for a period of one school year or more and who accepts an academic position with the Redwoods Community College District at any time within the succeeding school year in which the previous employment is terminated shall be credited with unused accumulated sick leave acquired at his/her previous district of employment. The amount of accumulated sick leave must be verified by the previous district within one year of initial employment.

4.2.2 Faculty or associate faculty members absent due to illness or injury or personal necessity for a period of three consecutive days or less will not be charged illness or injury leave if during his or her absence the position is filled by a faculty member who meets minimum qualifications, is currently employed as a full-time faculty member by the district, and voluntarily agrees to assume the instructional or non-instructional duties at no cost to the District. It is the sole responsibility of the absent faculty or associate faculty member to obtain a voluntary substitute. This provision applies only when the class is not cancelled or when the duties of the non-instructional faculty are assumed for that day by a faculty member who is not scheduled to work on that day. If a faculty member is aware of the leave at least 24 hours in advance, then he or she must notify his or her dean/director to confirm that the substitute meets minimum qualifications in the class for which they will substitute. Otherwise the dean/director shall be notified the following workday.

4.2.3 Injury or Illness Leave Reporting: Absence will be reported by the faculty/associate faculty member each day to the appropriate administrator before the usual reporting time except in an emergency. The faculty/associate faculty member will keep his/her administrator informed as to when he/she expects to return. When reasonably required by the District, faculty/associate faculty members will provide a health care provider's release to return to work or will provide reasonable verification of the reasons for any absence of more than one day.

When reporting absence, associate faculty must indicate the exact number of scheduled work hours missed.

4.3 Industrial Accident or Illness Leave: A faculty member sustaining an industrial accident or illness who is unable to return to work shall be eligible to receive his/her regular paycheck under the Industrial Accident or Illness Leave for up to 60 working days if he/she has been an employee of the District for three consecutive years. The following regulations shall apply:

4.3.1 Allowable leave shall be for 60 days during which the schools of the District are required to be in session or when the faculty member would otherwise have been performing work for the District in any one fiscal year for the same industrial accident.

4.3.2 Allowable leave shall not be accumulated from year to year.

4.3.3 Industrial accident or illness leave shall commence on the first day of absence.

4.3.4 When a faculty member is absent from his/her duties as a result of an industrial accident or illness, he/she shall be paid such portion of the salary due him/her for any month in which the absence occurs that when added to his/her disability

indemnity under Division 4 or Division 4.5 of the Labor Code will result in a payment to him/her of not more than his/her full salary.

- 4.3.5 Industrial accident or illness leave shall be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.
  - 4.3.6 When an industrial accident or illness leave overlaps into the next fiscal year, the faculty member shall be entitled to only the amount of unused leave due him/her for the same illness or injury.
  - 4.3.7 In accordance with Education Code Section 87787 (a) – (f), upon termination of the industrial accident or illness leave, the faculty member shall be entitled to the benefits provided in Education Code Sections 87780, 87781, and 87786, and for the purpose of each of these sections, his/her absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the faculty member continues to receive temporary disability indemnity, he/she may elect to take as much of his/her accumulated sick leave which, when added to his/her temporary disability indemnity, will result in a payment to him/her of not more than his/her full salary.
  - 4.3.8 During any paid leave of absence, the faculty member shall endorse to the District the temporary disability indemnity checks received on account of his/her industrial accident or illness. The District, in turn, shall issue the faculty member appropriate salary warrants for payment of the faculty member's salary and shall deduct normal retirement and other authorized contributions.
- 4.4 Bereavement Leave: Absence due to death in the immediate family of the faculty/associate faculty member not to exceed three days (five days if out of state) shall be granted without loss of pay. Members of the immediate family as used here means the mother, father, grandmother, grandfather, or grandchild of the faculty/associate faculty member or of the spouse or domestic partner of the faculty/associate faculty member; and the mother's or father's spouse or domestic partner, spouse or domestic partner, son, son-in-law, daughter, daughter-in-law, brother, or sister of the faculty/associate faculty member; and the spouse or domestic partner's son, son-in-law, daughter, daughter-in-law, brother, or sister; or any relative living in the immediate household of the faculty/associate faculty member.
- 4.5 Legal and Civic Duties:
- 4.5.1 Jury Duty and Subpoenas: Faculty/Associate Faculty members shall be granted a paid leave to appear as a witness in court other than as a litigant, to serve on a jury, or to respond to an official order from another governmental jurisdiction for reasons not brought about through connivance or misconduct of the member. Faculty/Associate Faculty shall pay to the district any per diem fees paid by the court for their jury duty service or may waive the per diem fee. Members shall return to work during any day in which they do not have to report to court.

- 4.5.2 Military Leave: A faculty/associate faculty member shall be entitled to any military leave provided by law and shall retain all rights and privileges granted by law arising out of the exercise of military leave. Time on military leave does not count toward acquisition of tenure.
- 4.6 Family Medical Leave and Parental Leave: Family Medical and Parental leave will be provided to faculty/associate faculty members in accordance with established law. This leave includes, but is not limited to, absences due to pregnancy, miscarriage, childbirth, and recovery therefrom.
- 4.7 Personal Necessity Leave: Faculty members may use up to six days of personal necessity per year and associate faculty members may use up to two days of personal necessity per semester to be used as follows and charged to available sick leave.
  - 4.7.1 Accident, death or serious illness of immediate family member, as “immediate family” is defined in Section 4.4.
  - 4.7.2 Court appearance as party or witness.
  - 4.7.3 Other compelling reasons as approved by the appropriate supervisor.
- 4.8 Leave without Pay or Benefits: Absence may be granted by the Board of Trustees for the following reasons:
  - 4.8.1 Education, academic advancement, or study.
  - 4.8.2 Personal reasons.
  - 4.8.3 Travel.
  - 4.8.4 Administrative assignment

For leave without pay or benefits on the basis of any other than personal reasons or administrative assignment (4.8.2 or 4.8.4 above), application should be made prior to February 1 for the fall semester and prior to September 1 for the spring semester.

Faculty will maintain their seniority as faculty while on unpaid leave. Upon return from unpaid leave, faculty will be placed at the step he/she would have achieved had there been continuous faculty service.

- 4.9 Personal Use Day: Faculty members may use up to two personal use days per semester and associate faculty members may use up to 1 personal use day per semester, subject to prior written approval of their administrative supervisors, Unused Personal Use Days will

not carry forward. Except under extraordinary circumstances, personal use days shall not be used during convocation or commencement.

#### 4.10 Sabbatical Leave Procedure:

4.10.1 Purposes: A sabbatical leave shall be granted to faculty members for study, travel, research, related work experience, or any program or activity that will contribute to professional growth, thereby benefiting the District, the District's students, and employees.

4.10.1.1 Sabbatical Leaves for Study: If the sabbatical leave is for the purpose of study, a planned program of courses or a special project will be submitted for approval by the Sabbatical Leave Committee.

4.10.1.2 Sabbatical Leaves for Travel: Sabbatical leave for the purpose of travel will normally be approved only if the proposed travel program incorporates a plan of study or research in an area related to the applicant's field of work. Applicants will submit a detailed itinerary and program for approval by the Sabbatical Leave Committee with a statement of the objectives of the plan.

4.10.1.3 Sabbatical Leaves for Related Work Experience: Sabbatical leaves may be granted for engaging in a work experience program directly related to the faculty member's teaching assignment or administrative activities. Applicants will submit a detailed plan of their proposed program, which will include the company or agency with which they will be associated and explicit details of the work activities to be engaged in, together with the resulting proficiencies to be gained.

#### 4.10.2 Guidelines:

4.10.2.1 Priority in the selection of applicants for sabbatical leave shall be given primarily in terms of the value of the leave to the District as a whole. In estimating the value of the leave to the District, its worth shall be judged not only in terms of immediate worth, but also in terms of what the applicant may contribute following his/her return to the District, through classroom teaching, leadership, curriculum development, teaching methods, or administrative duties.

4.10.2.2 Unless the Board of Trustees approves a larger number of sabbatical leaves, five percent of the total number of faculty members may be granted leave in any one fiscal year. (Administrators are not included in this percentage and are not part of these guidelines.)

4.10.2.3 A minimum of \$60,000 will be allocated annually to support the sabbatical leave program.

- 4.10.2.4 All departments of the District shall be given equal consideration in determining priority.
- 4.10.3 The Sabbatical Leave Committee shall consider the merits of each application as follows:
  - 4.10.3.1 Twenty-five percent based on service to Redwoods Community College District: Such service is determined on the basis of committee work, participation in shared governance or instructional improvement activities, or other activities beneficial to the District.
  - 4.10.3.2 Seventy-five percent based on the worthiness of the sabbatical leave proposal: All other considerations being equal, the Sabbatical Leave Committee shall give consideration to any extenuating circumstances and to the past service given to the District by the individuals.
  - 4.10.3.3 Any ties shall be decided by lot.
- 4.10.4 Eligibility:
  - 4.10.4.1 Sabbatical leave must be preceded by at least six consecutive years of employment, all of which shall have been served as a faculty member of the Redwoods Community College District.
  - 4.10.4.2 Leaves authorized by the Education Code and granted by the Board of Trustees will not interrupt the six-year sequence. However, there must be at least a total of six years of actual employment.
- 4.10.5 Application:
  - 4.10.5.1 Persons eligible for and desiring a sabbatical leave shall apply on the "Application for Sabbatical Leave" form obtained from the President/Superintendent's Office. Each application must be submitted with Part A completed.
  - 4.10.5.2 The application shall be filed with the President/Superintendent during the month of September of the academic year prior to desired leave time. All applications shall be forwarded from the President/Superintendent to the Sabbatical Leave Committee during the first week of October for their processing.
  - 4.10.5.3 The Sabbatical Leave Committee shall process the applications and hold a personal interview with each worthy applicant. It may reject those applications not considered worthy. Upon completion of the screening process, the worthy applicants shall be listed in order of the

recommendation for leave. This shall be accomplished and returned to the President/Superintendent by November 30. The President/Superintendent shall review the list and submit his/her recommendations for approval and disapproval to the Board for its action at the first Board meeting in February.

- 4.10.5.4 Those not receiving leave because of the restriction of the number on leave shall be considered alternates in the order listed. In the event that an applicant who has been granted leave cannot take his/her leave, the alternate list will be used to select a replacement. In no case will an alternate be appointed to fill a vacant leave position after May 1 unless he/she can furnish the District with an acceptable replacement for his/her proposed term of absence. In no case will a vacancy be filled after September 1. Either or both of these last two restrictions may be waived if the Vice President, or designee as assigned by the President/Superintendent determines that no replacement will be required.
- 4.10.5.5 The list of applicants shall be valid for the one year under consideration. In no way does a position on the list have any implication for future listings. Applications must be resubmitted each year to be considered for leave.

#### 4.10.6 Faculty Member's Commitment:

- 4.10.6.1 Acceptance of leave implies an obligation to return as a full-time Redwoods Community College District faculty member for at least two years following return from leave.
- 4.10.6.2 Should the faculty member return for one year only, then he/she assumes the responsibility to repay the District one-half of the remuneration paid during leave. Two years return to full-time duty shall remove any obligation or commitment to the District as regards to the sabbatical leave.
- 4.10.6.3 The faculty member's commitment agreement as stated in the application shall be in lieu of the faculty member's posting bond.
- 4.10.6.4 The faculty member's obligation shall be exonerated in the event that failure of the faculty member to return and render two years of active service is caused by the death or the physical or mental disability of the faculty member.
- 4.10.6.5 Within sixty days of his/her return to District service, each faculty member shall file with the Sabbatical Leave Committee a written report relative to the purpose of the sabbatical leave. This report must provide evidence that the intent of the sabbatical leave plan has been



fulfilled, and the Sabbatical Leave Committee may make recommendations for rewrite if deemed necessary. The Sabbatical Leave Committee will report to the President/Superintendent and the Board of Trustees on whether or not the intent of the sabbatical leave plan was fulfilled.

- 4.10.6.6 When formal college credit has been earned during the leave, an official transcript shall be attached to this report.
- 4.10.6.7 Should the Board determine that the intent of the leave had not been reasonably fulfilled, the Board of Trustees reserves the right to take such action as may be necessary to recover the funds paid to the faculty member while on leave.
- 4.10.6.8 In the case where the program of study, related work experience, or itinerary of travel, as agreed upon by the faculty member and the District, is interrupted by serious accident or illness during such leave and the accident or illness is properly verified by a qualified health care provider, such interruption shall not constitute a violation of the agreement or prejudice the faculty member against receiving the rights and benefits provided for under the terms of sabbatical leave. However, this is providing such interruption is not extended over a period of time that would cause the purposes of the sabbatical leave to be abandoned. In such latter case, the “sabbatical leave” and its benefits may be terminated. In all cases of serious injury or illness of a faculty member on sabbatical leave, the President/Superintendent shall be promptly notified by registered letter.

#### 4.10.7 Financial arrangements:

##### 4.10.7.1 Salary:

1. A faculty member who is granted a sabbatical leave of absence shall receive such automatic changes in salary rating and placement as would have been received had he/she remained in active service on the campus.
2. Faculty members on sabbatical leave shall be paid at the same intervals as they would if working on campus.
3. The faculty member is responsible for making arrangements to receive his/her payments before leaving the campus area.

##### 4.10.7.2 The amounts paid to the faculty member while on sabbatical leave will be as follows:

1. Full year (July 1 through June 30)

- a) For full-time graduate study, a faculty member will receive 75 percent of his/her annual salary
  - b) For all other activities, the faculty member will receive 60 percent of his/her annual salary.
2. For a sabbatical leave of one semester or, at the discretion of the President/Superintendent, any 4½-month period, he/she shall receive his/her regular salary.
  3. Of the options available, only one may be selected. However, under exceptional circumstances, the Sabbatical Leave Committee may approve additional options.

#### 4.10.7.3 Faculty Member Benefits Conditions:

1. Income Protection Insurance:
  - a) A copy of the application for leave must be submitted and reviewed by the insurance company. Such letter is to state fully the projected activities of the leave and the location, time, purpose, and length of leave.
  - b) The individual applications will be reviewed and approved or disallowed (by the insurance company) on the following criteria:
    - 1) Is there exposure to more hazardous situations?
    - 2) Maximum duration to be one year.
    - 3) Is there provision for payroll deduction?
    - 4) Assurance that the faculty member on returning has a position waiting.
  - c) If the insurance company approves the leave (in regard to income protection insurance only), the payroll deduction shall continue as if the faculty member was employed full-time.
2. Workers Compensation: Both the Board of Trustees and the District shall be freed from any liability for the payment of any compensation or damages provided by law for the death or injury of any faculty member of the District employed in a position requiring certification qualifications when the death or injury occurs while the faculty member is on leave of absence granted under provisions of Sections 87775 to 87780, inclusive, of the Education Code.
3. Retirement: The sabbatical leave year will be counted according to the State Teachers Retirement System regulations.

4. Sick Leave: All rights of the faculty member regarding sick leave shall accrue in regard to keeping the accumulated earned sick leave. Sick leave is earned during the time on approved sabbatical leave.
5. Insurance Premiums:
  - a) The District shall pay the same portion of the insurance premiums for the faculty member as it would if the faculty member were actually employed on campus.
  - b) While on leave, the faculty member shall be considered an active member of the staff and shall be entitled to insurance benefits, provided he/she continues to pay any required insurance premiums.

#### 4.10.8 Sabbatical Leave Committee:

##### 4.10.8.1 Membership:

1. The Vice President, Instruction and Student Services (Permanent Chairperson) or designee as assigned by the President/Superintendent
2. One faculty member selected by CRFO
3. Two faculty members chosen by Academic Senate
4. One person appointed by the President/Superintendent.

4.10.8.2 Terms of Office: Except for the Chairperson, each member shall serve for three years.

4.10.8.3 No one may remain on the committee if he/she plans to file or actually files an application for leave. A replacement will be selected by the same procedure as was used for the original appointment.

#### 4.10.9 Employer's Commitment:

4.10.9.1 At the expiration of the sabbatical leave, the faculty member shall, unless the faculty member agrees otherwise, be reinstated in the position held by him/her at the time of the granting of leave of absence.

4.10.9.2 The Board has the right to reject any and all sabbatical applications.

4.11 Professional Development: All faculty who receive professional development funds from the district are entitled to paid leave for the duration of the professional development activity plus necessary travel time. Leave to attend professional development activities must be approved in accordance with district travel policy.

Faculty may request paid leave to attend professional development activities not funded by the district. Leave to attend professional development activities not funded by the District must be approved in accordance with district travel policy.

## ARTICLE V BENEFITS

- 5.1. The Board of Trustees agrees to maintain a faculty insurance program. This program shall include:
  - 5.1.1 Medical coverage – (currently North Coast Schools Medical Insurance Group (NCSMIG)).
    - 5.1.1.1 Faculty shall be able to choose from among the following Plans available through North Coast Schools Medical Insurance group: Redwood Plan, Oak Plan, Spruce Plan, and Maple Plan.
    - 5.1.1.2 During open enrollment of each calendar year, the faculty member may elect the option of changing plans with the new plan beginning on January 1<sup>st</sup> of the following year.
    - 5.1.1.3 The District shall be obligated to make a maximum contribution towards faculty member medical benefits equivalent to the actual monthly premiums of the Prudent Buyer Plan – OAK for the faculty, spouse, or domestic partner and dependents.
      - 5.1.1.3.1 Faculty who voluntarily select a medical plan with a higher premium than the Oak Plan shall be responsible for the additional cost to be deducted from their monthly salary as a payroll deduction.
      - 5.1.1.3.2 Selection of a plan with a lower premium cost to the District than the Oak Plan will not result in any payment or reimbursement back to the faculty.
  - 5.1.2 D-30 Dental insurance administered through Guardian– faculty member, spouse or domestic partner, and dependents.
  - 5.1.3 Salary continuation insurance.
  - 5.1.4 Vision insurance – faculty member, spouse or domestic partner, and dependents.
  - 5.1.5 A faculty member, surviving spouse or domestic partner, or dependent has right of access to COBRA benefits as defined by law.
  - 5.1.6 Life Insurance with Accidental Death and Dismemberment Insurance:

The District agrees to provide and fully fund a life insurance policy of up to \$50,000 and an accidental death and dismemberment insurance policy for each faculty member. The policy will cover the faculty member only, and the premium will be paid in full up to \$9 per month per faculty member. Additional coverage may be available at the faculty member's expense. The initial life insurance policy will be effective within 90 days from the date of the contract ratification.

During the time between contract ratification and the new policy taking effect, the District will continue to provide accidental death and dismemberment insurance and medical benefits for surviving spouse or domestic partners and dependents as defined in article 5.1.5 and 5.3 of the 2013-16 DISTRICT/CRFO CBA.

5.1.7 The district shall immediately inform CRFO if it receives notification from the provider of any of the plans identified in this article indicating that it will no longer offer the plan or of any intended changes to the plan. Thereafter, upon request of either party, negotiations shall begin immediately regarding the impacts and effects of the announced change, including a change to alternative comparable plan. If negotiations are still ongoing by provider's deadline to switch plans, the district shall switch Faculty to the provider recommended comparable plan until such time as the parties complete negotiations and the rules of the provider allow the District to switch to the agreed upon plan.

5.1.8 Tax Sheltered Annuity Program:

The District will take payroll deductions and make annuity premium payments as requested by the faculty member for participation in tax sheltered annuity programs.

5.1.9 Employee Benefit Trust Fund (medical hardware not covered by faculty member's medical insurance):

5.1.9.1 The District will reimburse any unpaid balance of eligible claims for medical hardware, provided the unpaid balance is not part of the member's required annual deductible or doctor office visit co-pay.

5.1.9.2 Eligible claims will be subject to the following maximums:

1. One claim per year.
2. Three claims maximum while in the program.
  - a. No more than \$2,000 per claim or \$5,000 total benefit per family from the program.

5.1.9.3 Valid claims for Medical Hardware must meet all the following criteria:

1. Prescribed by a health care provider.
2. Of no further use when medical need ends.
3. Usable only by the patient.
4. Not for environmental control.
5. Not for exercise.
6. Manufactured specifically for medical use.

5.1.9.4 A request for claim payment for medical hardware (as defined above) must be initially submitted to the medical insurance provider.

Following claim validation by the medical insurance provider, the faculty member may submit the claim to the Business Office for payment of the amount not covered by medical insurance (excluding the annual deductible and/or co-pay, which always remains the responsibility of the faculty member).

5.1.9.5 Coverage is provided for:

1. Faculty members (while employed) and their eligible spouse or domestic partner and dependents during such employment; and
2. Retired faculty members (who are retirees of STRS or PERS, and who participate in the District's Retirement Benefits as described in Article VI) and their spouses or domestic partners.

Definitions of spouse or domestic partner and dependent are the same as for other medical benefits.

5.2 Benefits for Associate Faculty Members:

5.2.1 The District will make available, within the restrictions of its insurance carriers, all of its benefit plans now available to faculty members. This restriction also applies to those benefit plans legally available and controlled through the State of California. The cost of these benefits will be paid for by the associate faculty member.

5.2.2 The District will fund the Associate Faculty Medical Reimbursement Program up to \$25,000 per period, defined as January 1 through June 30 for associate faculty employed during the spring semester, and July 1 through December 31 for associate faculty employed during the fall semester. Unused funds do not roll over to the next period.

5.2.2.1 Associate faculty must submit a completed and signed Associate Faculty Medical Reimbursement Request Form (available for download at the CR Human Resources webpage) to Payroll with appropriate documentation for each period claimed by the due date on the form, and must comply with all other requirements on the form. Late forms will not be considered.

5.2.2.2 Reimbursement to eligible individual associate faculty will be limited to not more than \$1,000 per period. If more than \$25,000 in eligible reimbursement claims are received in a period, then the \$25,000 will be distributed on a pro-rata basis.

5.2.2.3 Associate faculty working only during the summer term are ineligible to participate in Associate Faculty Medical Reimbursement Program.

5.3 The District also provides a Health and Wellness Plan.

## ARTICLE VI - RETIREMENT BENEFITS

- 6.1 Medical, dental, and vision insurance for retirees to age 65: Retirees from the District hired prior to January 1, 2008, who qualify for service or disability retirement under the State Teacher Retirement System (STRS) or Public Employees Retirement System (PERS) and who are drawing retirement pay therefrom shall be eligible to continue with the District's insurance plans, if any, at their own expense subject to the practical limitations of availability. In order to continue participation with the program, the option shall be exercised prior to retirement.
- 6.1.1 Retirees will be allowed to participate at their cost in all fringe benefit programs modified or made available to their bargaining group since their retirement date. It is understood these coverage's or fringe benefits may be offered to these retirees in a separate experience group, if that is the policy or practice of the Joint Powers Agreement or insurance carrier at the time the retiree enrolls in or obtains the coverage.
- 6.2 Early Retirement Benefits:
- 6.2.1 Any faculty members of the Redwoods Community College District hired prior to January 1, 2008 and wishing to avail themselves of the early retirement benefits shall, prior to October 1, write a letter of request to the President/Superintendent. This letter shall outline the facts relative to having met the minimum requirements of the program. Faculty members hired after January 1, 2008 do not qualify for early retirement benefits.
- 6.2.2 The President/Superintendent shall validate the candidate's claims regarding minimum qualifications within ten days.
- 6.2.3 If the faculty member has been found qualified for participation in the early retirement program, the benefits shall commence on the first day of retirement.
- 6.2.4 Benefits for faculty members who were hired prior to September 1, 1994:
- 6.2.4.1 The District will continue to provide health and welfare benefits to the retired faculty member, their spouse or domestic partner, and dependents until the faculty member reaches the age of 65 at no cost to the faculty member.
- 6.2.4.2 The professional benefits shall be consistent with those being received by current faculty members in the unit and their spouse or domestic partner, and dependents including any expansion of benefits under the basic benefits program that is in existence at the time the faculty member retires.



- 6.2.4.3 The retired faculty member, their spouse or domestic partner, and dependents will not be eligible to receive new fringe benefit programs or plans that may accrue to then-current faculty members who are on active employment status with the District at the time the new benefit goes into effect that were not an expansion of the basic benefit program in effect at the time of retirement.
  - 6.2.4.4 If the faculty member predeceases the spouse or domestic partner and other dependents as identified below, the spouse or domestic partner or other dependents shall continue to receive these benefits until the spouse or domestic partner reaches the age of 65, but no longer than ten years after the faculty member would have attained the age of 65.
  - 6.2.4.5 Dependents other than the spouse or domestic partner shall have no rights of their own for benefits under this program but only as the faculty member and/or spouse or domestic partner qualify for such benefits.
  - 6.2.4.6 District payment for participation in this program for the faculty member and/or spouse or domestic partner shall be terminated at the time that the faculty member reaches 65 or, if the faculty member is deceased, at the age or date as set forth above. Upon the District discontinuance of premium payments, the faculty member and/or spouse or domestic partner may elect to continue participation at their own expense provided there has been no break in coverage.
  - 6.2.4.7 This plan or equal coverage when this plan is combined with other coverage for which the faculty member is qualified shall be effective until age 65. Such other coverage shall be, but is not limited to, Medicare A/B and coverage obtained or obtainable through other employment. If an option is available to a faculty member and/or spouse or domestic partner and the coverage is equal, the faculty member shall cooperate with the District to exercise the option provided such exercise does provide equal coverage.
  - 6.2.4.8 For purposes of this program, the immediate family covered by this plan means only natural children, legally adopted children, and spouse or domestic partner.
- 6.2.5 Faculty members who are hired on or after September 1, 1994, through December 31, 2007, and who meet the eligibility requirements for the Early Retirement Program shall be entitled to District-paid medical, dental, and vision insurance coverage's for a maximum period of seventy-two months (six years). The seventy-two month period of eligibility for this benefit may be activated at any time during an eligibility window, which begins at age fifty-five and ends on attainment of age sixty-five. In no case will the District-paid benefits continue

beyond age sixty-five. This benefit must be taken over one continuous period of time. Availability of this benefit is conditional upon its being offered by the provider and North Coast Schools Medical Insurance Group.

6.2.6 Minimum Requirements:

- 6.2.6.1 Must be a faculty member of the District.
- 6.2.6.2 Must have been a faculty member of the District for the ten years immediately prior to such retirement.
- 6.2.6.3 Sabbatical leave or faculty exchange will count as eligible time within the ten-year period if accepted and used within the first five years of the ten-year period.
- 6.2.6.4 Leave without pay does not count toward part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.
- 6.2.6.5 Paid sick leave counts toward the satisfaction of the ten-year requirement.
- 6.2.6.6 Extended sick leave (beyond paid sick leave time) does not count toward a part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.
- 6.2.6.7 Faculty members eligible for disability retirement are not eligible to participate in this plan.
- 6.2.6.8 The faculty member must have attained the minimum age of 55 by the first day of retirement under this plan.
- 6.2.6.9 Acceptance of this plan is irrevocable. Further, it is understood and agreed by the parties that this program is for the benefit of the faculty members in the unit who wish to retire from active employment with the District; and, therefore, the faculty member is responsible for ascertaining the provisions and coverages of the various retirement plans without assistance from the District. It is also understood and agreed by the parties that the District shall have no responsibility other than as set forth herein, particularly with regard to ascertaining specifics of the various retirement plans available to faculty members in the unit who are retiring and wish to take advantage of this program.

- 6.3 Medical, dental, and vision insurance for retirees post age 65 to age 70 is provided to those eligible faculty members who were hired prior to September 1, 1994: The District will cover 70 percent of the cost of medical, dental, and vision insurance, up to a

maximum of \$13,500 total for each eligible, retired faculty member during the five-year period from age 65 to age 70.

Eligible Faculty Members may exercise the option to have the District provide a one-time payment equivalent to \$13,500.00 (net) in lieu of insurance benefits. Current eligible retirees who have not exhausted their \$13,500.00 limit may request to receive a one time payment of the unpaid balance in lieu of continued insurance benefits.

Requirements:

- 6.3.1 Program begins with those faculty members retiring in 1989 who qualify for service or disability retirement under the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) and who are drawing retirement pay therefrom.
- 6.3.2 Must have been a faculty member for the ten years immediately preceding retirement.
- 6.3.3 Sabbatical leave or faculty exchange will count as eligible time within the ten-year period if accepted and used within the first five years of the ten-year period.
- 6.3.4 Leave without pay does not count toward part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.
- 6.3.5 Paid sick leave counts toward the satisfaction of the ten-year requirement.
- 6.3.6 Extended sick leave (beyond the paid sick leave time) does not count toward a part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.
- 6.3.7 The health and welfare benefits shall be consistent with those being received at the time the faculty member retires.  
  
The retired faculty member and spouse or domestic partner will not be eligible to receive new fringe benefit programs or plans that may accrue to then-current faculty members who are on active employment status with the District at the time the new benefit goes into effect that were not an expansion of the basic benefit program in effect at the time of retirement.
- 6.3.8 If the retired faculty member predeceases the spouse or domestic partner, the spouse or domestic partner shall continue to receive these benefits until the time when the faculty member would have attained the age of 70 or the \$13,500 maximum has been expended.
- 6.3.9 Dependents other than the spouse or domestic partner shall have no rights of their own for benefits under this program.

- 6.3.10 District payment for participation in this program for the faculty member and/or spouse or domestic partner shall be terminated at the time that the faculty member reaches 70 or, if the faculty member is deceased, at the date the faculty member would have reached 70, up to the \$13,500 maximum. Upon the District discontinuance of premium payments, the faculty member and/or spouse or domestic partner may elect to continue participation at their own expense provided there has been no break in coverage.
- 6.3.11 This plan or equal coverage when this plan is combined with other coverage for which the faculty member is qualified shall be effective until age 70. Such other coverage shall be, but is not limited to, Medicare A/B and coverage obtained or obtainable through other employment. If an option is available to a faculty member and/or spouse or domestic partner and the coverage is equal, the faculty member shall cooperate with the District to exercise the option provided such exercise does provide equal coverage.

**ARTICLE VII - PRERETIREMENT REDUCTION OF WORKLOAD WITH  
STRS SERVICE CREDIT**

- 7.1 Faculty may participate in the Reduced Workload Program as set forth in this Article.

The Reduced Workload Program allows a full-time faculty member of CalSTRS to reduce his/her workload from full-time to part-time duties and receive the service credit the faculty member would have received if the faculty member were employed on a full-time basis and have his/her retirement allowance as well as health benefits in the same manner as if employed on a full-time basis. It is this article that this program be carried out in compliance with the Education Code and any other applicable laws.

- 7.2 Faculty working under this article are responsible for attending convocation and commencement.

- 7.3 Faculty working under this article are responsible for a prorated amount of additional faculty responsibilities (see section 3.7.1)

## ARTICLE VIII - PARTIAL LEAVE PROGRAM

### 8.1 Eligibility:

Any faculty member is eligible for, and may request, a partial leave.

### 8.2 Initiation of Request:

The partial leave request is initiated by a faculty member and must be forwarded through the supervisor to the appropriate senior administrator for action by the Board. The Board of Trustees will determine whether to grant such a leave based on the instructional needs of the District.

### 8.3 Workload:

The minimum load shall be one-half of the annual full-time load as defined in Article III of this agreement. Faculty members who serve under this plan shall be given the same consideration as other faculty members in regard to class assignments, scheduling, and class sizes. Faculty members shall meet contractual obligations other than teaching in proportion to the load worked, except that faculty working under this article are responsible for attending convocation and commencement.

### 8.4 Salary:

Salary shall be in direct proportion to load and may, at the request of the faculty member, be prorated over twelve months.

### 8.5 Fringe Benefits:

The faculty member on partial leave shall retain all rights and benefits of a full-time faculty member, including all fringe benefits.

### 8.6 State Teachers Retirement System:

The faculty member and the District shall make contributions to the STRS in proportion to the load worked, and the faculty member shall receive proportionate service credit.

### 8.7 Modification of Load:

Requests for modification of the partial leave must be approved by the Board.

### 8.8 Notification Dates:

A faculty member requesting participation in this partial leave option must apply for consideration at least 120 days in advance of the period of reduced load or at a later time based upon mutual consent of parties involved.

- 8.9 The Board of Trustees shall respond to the request within two months of application.
- 8.10 Partial leave is limited to two consecutive semesters.

## ARTICLE IX - GRIEVANCE

- 9.1 Purpose: To provide a prompt, orderly, and fair means of resolving grievances at the lowest level.
- 9.2 Definitions:
  - 9.2.1 Grievance: Allegation by a grievant that there has been misinterpretation, misapplication, or violation of this agreement.
  - 9.2.2 Grievant: CRFO, a unit member, or group of unit members affected by the alleged violation of this agreement.
  - 9.2.3 Day: A day in which the central administrative office of the District is open for business, with the exception of the break between the fall and spring semesters and spring break.
- 9.3 General Provisions:
  - 9.3.1 If a grievance is not initiated or appealed by the grievant in accordance with the time limits set forth in this article, it shall be considered void or settled on the basis of the last decision rendered.
  - 9.3.2 If a decision is not reached by the District in accordance with the time limits set forth, the grievance will be automatically appealed to the next level.
  - 9.3.3 If the grievant chooses to have representation by other than CRFO, the matter shall not be covered by this grievance procedure.
  - 9.3.4 A written summary of the decision and actions taken shall be provided to CRFO at all levels. Any record(s) pertaining to a Formal Level grievance shall be kept in a file separate from the grievant's official District personnel file.
  - 9.3.5 Grievances of a similar or like nature may be joined as a single grievance by mutual agreement of the District and CRFO.
  - 9.3.6 For the purpose of this procedure, the terms "Human Resources Officer," "President/Superintendent," "Vice President," and "Grievance Officer" can also mean their respective designees.
  - 9.3.7 A formal-level grievance can be amended by either the District or CRFO if new relevant information has come to the attention of either party. Such new, relevant information can be submitted up to but not beyond the first five days of the appeal to the President/Superintendent (Step 3).



9.4 Process:

The following times specified may be altered by mutual written consent. Other procedures herein may also be altered for extenuating circumstances by mutual agreement.

9.4.1 Step One: Within fifteen days of the time that the grievant first knew or could reasonably be expected to have known of the event or condition upon which the alleged grievance is based, the grievant will initiate an attempt to resolve the alleged grievance with the immediate administrative supervisor. The administrator shall render a written or oral decision to the grievant within fifteen days after the initial contact from the grievant.

9.4.2 Step Two: If the grievant is not satisfied with the response (either written or oral) from the administrative supervisor, the grievant shall have fifteen days to file a dated "Request for Grievance" with the CRFO Grievance Officer. The Grievance Officer will meet with the grievant and discuss the grievant's concerns. Within twenty days of receiving the "Request for Grievance," the CRFO Grievance Officer will determine if a formal grievance is appropriate and can file a formal grievance with the appropriate Vice President. A copy of the formal grievance will be forwarded to the CRFO President and the Human Resources Officer. This formal, written grievance shall include:

9.4.2.1 A description of the specific factual basis for the grievance, including names, dates, and places necessary for a complete understanding of the grievance.

9.4.2.2 A listing of the article or section of the agreement alleged to have been violated or misapplied.

9.4.2.3 A statement of the nature and degree of adverse effects.

9.4.2.4 A listing of the specific remedies.

The Vice President shall render a written decision to the grievant within fifteen days after receiving the grievance.

9.4.3 Step Three: If the grievant is not satisfied with the decision of the Vice President, an appeal to the President/Superintendent may be filed by CRFO on behalf of the grievant within fifteen days of the date the decision was rendered or should have been rendered by the Vice President. The appeal shall include a copy of all material included in Step Two, the decision and rationale thereof, and reason(s) for appeal. The President/Superintendent shall have fifteen days after receiving the appeal to render a decision and rationale thereof.

- 9.4.4 Step Four: If the decision of the President/Superintendent is not satisfactory to the grievant or no decision is rendered, CRFO may, within fifteen days of receipt of the notification of the decision, submit a request for arbitration. The grievance, including but not limited to disputes over procedural or substantive arbitrability, shall then be submitted to an arbitrator for advisory determination.
- 9.4.4.1 Within five days of receiving the request for arbitration, CRFO and the District will first attempt to agree upon an arbitrator. If no agreement is reached, the parties shall request the State Conciliation Service to supply a panel of seven names of persons experienced in hearing grievances in public education. Each party will alternately strike a name until only one name remains. That person will be the arbitrator. The order of striking will be by lot. Upon mutual agreement, the list of arbitrators may be obtained from the American Arbitration Association.
- 9.4.4.2 CRFO and the District shall each bear their own costs associated with representation at any step in the grievance procedure, except for the costs of the arbitrator. CRFO and the District shall share equally the costs of the arbitrator's fees and expenses and any costs for a court reporter and transcript.
- 9.4.4.3 As soon as possible after the arbitrator's selection, the arbitrator shall conduct a hearing into the matter and render written findings of fact and conclusions on all the issues submitted. If the parties cannot agree upon a submission agreement, the arbitrator shall determine the issues by referring to the written grievance and the answers at each step. After the hearing both parties will have an opportunity to submit written briefs.
- 9.4.4.4 The arbitrator will have no power to alter, amend, add to, subtract from, or disregard any of the terms of this agreement but will recommend only if there has been a violation of this agreement. The arbitrator will be without power or authority to make any recommendation that requires the commission of an act prohibited by law or that violates the terms of this agreement.
- 9.4.4.5 The findings of fact and the recommendation of the arbitrator will be advisory to the Board of Trustees, which will make the final determination. Upon review of the record, if the Board of Trustees is unable to render a final determination on the record, the Board may reopen the record for the taking of additional evidence and may adopt its own written findings of fact and conclusions.

## ARTICLE X - TRANSFER AND REASSIGNMENT

- 10.1 All full-time faculty are assigned a primary instructional site upon hire.
- 10.2 General Principles: This article deals with the permanent transfer of a faculty member from one assignment to another and the temporary reassignment or scheduling of a faculty member to teach one or more courses or assignments at a location other than at his/her primary instructional site. Neither permanent transfer, whether voluntary or administrative, nor temporary reassignment affects a faculty member's seniority status.
- 10.3 Voluntary Permanent Transfer: When a vacant faculty position is authorized to be filled, qualified faculty members already employed by the District may request, in writing, a transfer from their current assignment into the vacant position within ten (10) business days of the internal announcement. For the purposes of this section, a business day is defined as any day, Monday through Friday, excluding District holidays.
- 10.3.1 Any faculty member possessing a current FSA in the service area associated with the open position will be automatically granted transfer and/or reassignment to the open position.
- 10.3.2 If more than one faculty member possessing a current FSA in the service area associated with the open position requests transfer and/or reassignment to the open position, the faculty member with highest seniority will be granted transfer and/or reassignment to the open position.
- 10.3.3 If no faculty member possessing a current FSA in the service area associated with the open position requests reassignment and/or transfer, any tenured faculty member who meets the minimum qualifications for the open position as defined in *Minimum Qualifications for Faculty and Administrators* by California Community Colleges System Office but who does not possess a current FSA in the service area associated with the open position may apply for transfer and/or reassignment to the open position by submitting the following to the Office of Human Resources:
- 10.3.3.1 A cover letter expressing interest in reassignment and/or transfer.
- 10.3.3.2 Copies of academic transcripts.
- 10.3.3.2 A current curriculum vitae.

If one or more applications are received, the office of Human Resources will initiate the screening committee process in accordance with AP 7123. If the screening committee decides to pursue the applications of one or more of the faculty members seeking voluntary transfer, candidate interviews are conducted according to the procedures described in AP 7123. If, following the interviews, the

screening committee wishes to pursue the appointment of any of the internal applicants, the screening committee chair prepares a committee report according to the procedures specified in AP 7123, which governs the remainder of the appointment process. If at any time in the review process a decision is made to no longer pursue the candidacy of internal applicants, the voluntary transfer process ends and the review of external applicants begins. The applications of all internal applicants are automatically included in the pool of external applicants unless withdrawn by the applicant.

- 10.4 Administrative Permanent Transfer: Upon recognition by the administration that workload conditions necessitate such action, the President/Superintendent or designee may administratively transfer a faculty member from his/her current assignment to another assignment within the District. This administrative transfer may preempt voluntary transfer. The faculty member being transferred must meet the minimum academic qualifications for the position into which he/she is being transferred. If more than one faculty member meets the minimum qualifications, the faculty member with lowest seniority will be transferred. If the transfer is between two of the District's primary instructional sites (Eureka, Del Norte, Klamath Trinity) and if the faculty member chooses to move to the new location, an \$1,800 moving expense allowance will be paid to the faculty member.
- 10.5 Temporary Full Reassignment: In consultation with the appropriate Vice President or designee the President/Superintendent may temporarily reassign a faculty member to perform all of his/her assignment at a location other than his/her primary instructional site. Temporary full reassignment may be voluntary or administrative. Administrative reassignment will only be pursued if voluntary reassignment fails to produce an appropriate candidate. In all cases, the faculty member being reassigned must meet the minimum academic qualifications for the new assignment.
- 10.5.1 When more than one faculty member is being considered for reassignment, preference will be given to volunteers according to seniority; reverse seniority will be applied in cases of involuntary reassignment.
- 10.5.2 Temporary full reassignments will normally be for one academic term but may be extended by mutual agreement of the faculty member, the administration, and CRFO.
- 10.5.3 If temporary full reassignment is to or from the Del Norte, Klamath Trinity or Eureka campus, the faculty member will be paid a ten-percent salary differential, based on his/her current regular salary for the duration of the reassignment. In addition, a reassigned faculty member who uses his/her own automobile for transportation to and from the distant location will be reimbursed for travel expenses at the current IRS mileage rate. This rate will be applied to the total mileage round trip from the faculty member's primary instructional site to the site of reassignment.

10.6 A faculty member will not normally be simultaneously assigned to instructional sites more than fifty miles apart. However, in consultation with the appropriate vice president or designee, the President/Superintendent may seek a faculty volunteer to fill part of his/her load at an instructional site located more than fifty miles from his/her primary instructional site in a single semester. In all cases, the faculty member being temporarily partially reassigned must meet the minimum academic qualifications for the reassignment.

10.6.1 Under this article faculty who are voluntarily assigned simultaneously to instructional sites (excluding virtual campus and telepresence) more than 50 miles apart will be compensated as follows:

10.6.1.1 Current IRS rate for mileage reimbursement calculated in accordance with IRS regulations.

AND

To compensate for the standard travel time as determined by Google maps, faculty shall be paid either \$40 per hour for such travel time or receive the TLU equivalent.

10.6.1.1.1 If the faculty member teaches at both his/her primary instructional site and non-primary instruction site on the same day, then the mileage calculation shall be to and from the non-primary instructional site and personal residence.

10.6.1.2 Faculty may bank the TLU equivalent or use the TLU equivalent for reassignment during the simultaneous assignment.

10.6.2 In the event no faculty member volunteers for temporary partial reassignment and the district considers the staffing of the course to be mission critical, the President/Superintendent, in consultation with the appropriate vice president or designee, may consider voluntary assignment of associate faculty. Associate faculty will be compensated in accordance with 10.6.1.1 subject to the 67% of faculty load limitations.

## Article XI - Faculty Tenure and Evaluations

### 11.1 PROBATIONARY TENURE-TRACK FACULTY EVALUATION PROCESS:

NOTE: Probationary tenure-track faculty hired on or after July 1, 2017 will be evaluated according to the process described in this Article.

Probationary tenure-track faculty hired before July 1, 2017 must choose to be evaluated according to either the process described in this Article or according to the process described in MOU 2013-16-8 Article XI: 11.1-11.2.2.10.

By September 15, 2017, all probationary tenure-track faculty hired before July 1, 2017 must communicate in writing to the appropriate dean or director his/her evaluation process selection. Once an evaluation process selection is made, the probationary tenure-track faculty member will be evaluated according to the selected process for the remainder of the tenure process.

All tenured faculty, temporary full-time faculty, grant-funded full-time faculty, and associate faculty will be evaluated according to the processes established by this Article.

11.1.1 The purpose of the tenure review process is to ensure that College of the Redwoods provides students with the most knowledgeable, talented, creative, professional, and student-oriented faculty available. The four-year probationary period provides sufficient time for probationary tenure-track faculty to understand the expectations for tenure, to develop the skills and acquire the experience necessary to participate successfully in the educational process, to use the District's and other resources for professional growth, and to become a fully-participating and effective member of the college's professional community. The process should promote professionalism and enhance academic growth by providing a useful, comprehensive assessment of all areas of performance.

11.1.1.1 A probationary tenure-track faculty member's first evaluation will occur in the first fall of employment, with subsequent evaluations in the spring semester following that first fall, and the next three fall semesters.

11.1.1.2 As stated in Education Code 87776, "No leave of absence when granted to a contract employee shall be construed as a break in the continuity of service required for the classification of the employee as tenure. However, time spent on any unpaid leave of absence shall not be included in computing the service required as a prerequisite to attainment of, or eligibility for, tenure."

A probationary tenure-track faculty member must provide at least 75% of full service in an academic year for the academic year to count toward tenure.

11.1.2 The criteria upon which probationary tenure-track faculty members will be evaluated are as follows:

11.1.2.1 Student Engagement

- Willingness, availability, and ability to assist students in achieving their educational goals
- Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following:
  - Diversity of cultural backgrounds, gender, age, and lifestyles
  - Variety of learning styles
  - Student goals and aspirations
  - The special needs of students with physical or other disabilities
  - The importance of effective methods for resolving problems between the faculty member and students
  - The role and value of student support services
  - Concern for student welfare

11.1.2.2 Classroom Assignment

- Knowledge of subject matter
- Awareness of current developments and research in the discipline
- Demonstration of effective oral and written communication with students, including the ability to respond effectively to student questions and comments
- Effective use of teaching methods appropriate to the subject matter and course objectives
- Demonstrated ability to effectively and consistently organize and prepare courses and class meetings in accordance with the course outline of record
- Demonstrated ability to evaluate student work fairly and effectively
- Ability to create and maintain a classroom atmosphere of mutual respect and regard

11.1.2.3 Non-Classroom Assignment (Librarians, Counselors, Learning Disabilities Specialists, and Special Assignments)

- Ability to effectively resolve problems between the faculty member and students
- Ability to make referrals to appropriate student support services
- Knowledge and appropriate utilization of community resources

- Knowledge of area of expertise
- Awareness of current developments and research in the field
- Demonstration of effective oral and written communication with students, including the ability to respond effectively to student questions and comments
- Effective use of methods appropriate to area of assignment
- Demonstrated ability to effectively and consistently organize and prepare for day-to-day work and ongoing initiatives
- Ability to create and maintain a workplace of mutual respect and regard

#### 11.1.2.4 Professional Responsibilities Evaluation

- Active, effective, and collegial participation in institutional governance.
- Ability to work consistently in a constructive, professional manner that fosters collegiality among faculty, staff, managers, administrators, and students.
- Demonstrated commitment to and enthusiasm for the profession, the college, and student success.
- Demonstrated ability to accurately collect and report final grades, census rosters, and other documentation in a timely manner.
- Demonstrated adherence to District policies and procedures.
- Participation in course, program, and institutional assessment.
- Participation in department and division meetings.
- Demonstrated ability to work collegially and collaboratively to meet accreditation standards.
- Demonstrated commitment to professional development.
- Consistent, effective participation in required college service activities.

#### 11.1.3 Probationary Faculty Evaluation Committee (PFEC)

11.1.4 A PFEC evaluates all aspects of a probationary tenure-track faculty member's job performance and makes reemployment recommendations to the president/superintendent and board of trustees.

11.1.5 A PFEC is comprised of two tenured faculty members appointed by the Academic Senate Co-Presidents, one tenured faculty member selected by the evaluatee, and the CIO or designated administrator. Whenever possible, the PFEC will include at least one faculty member from the evaluatee's discipline and one faculty member from the evaluatee's hiring committee. One PFEC faculty member may serve as both the discipline peer and hiring committee member.

11.1.5.1 If there are no tenured faculty from the evaluatee's discipline available to serve on a PFEC, the PFEC will include at least one faculty member



from a closely-related discipline. The Academic Senate Co-Presidents determine which disciplines qualify as “closely-related.”

- 11.1.5.2 If there are no tenured faculty from a closely-related discipline available to serve on a PFEC, faculty from a non-related discipline shall be appointed by the Academic Senate Co-Presidents. When necessary, replacement committee members shall be appointed by the Academic Senate Co-Presidents in consultation with the PFEC members.
- 11.1.5.3 PFEC members appointed by the Academic Senate Co-Presidents typically serve as members of the PFEC for the duration of the tenure process. PFEC members appointed by the Academic Senate Co-Presidents may be removed from the PFEC by mutual agreement of the Academic Senate Co-Presidents and the Director of Human Resources. Reasons for removal will be communicated in writing to the removed PFEC member.
- 11.1.5.4 An PFEC member selected by the evaluatee serves on the PFEC for one year and may, if requested by the evaluatee, serve multiple years.
- 11.1.5.5 The faculty member shall have the right to remove one committee member appointed by the Academic Senate during the probationary period. If the candidate removes a committee member, a replacement committee member shall be appointed by the Academic Senate Co-Presidents in consultation with the PFEC members.

To remove a PFEC member from the PFEC, the probationary tenure-track faculty member must submit his/her request in writing to the PFEC chair and the Director of Human Resources. The written request need not include reasons for requesting removal of a PFEC member.

- 11.1.5.6 The New Faculty Mentoring Program Coordinator is not eligible to serve as a PFEC member.
- 11.1.5.7 The CIO or designated administrator will serve as PFEC chair.

#### 11.1.6 Faculty Tenure Evaluation Committee Appointment Process

- 11.1.6.1 The Academic Senate shall select PFEC members by the end of the second week of the fall semester. The evaluatee shall select his/her peer by the end of the fourth week. The CIO or designated administrator will be appointed by week two.

- 11.1.6.2 Once the PFEC members have been appointed by the evaluatee and the Academic Senate Co-Presidents, the CIO or designated administrator shall then convene the PFEC.
  - 11.1.6.3 PFEC members have the right and responsibility to fully discuss their professional judgment of the candidate's strengths and weaknesses during the PFEC meetings.
  - 11.1.6.4 All individuals involved shall maintain the confidentiality of the evaluation process and sign a statement to that effect (see Form 1: Confidentiality Agreement). All information gathered or reports generated as part of the evaluation shall be treated confidentially. PFEC members shall enjoy all of the protections afforded those who participate in a statutory evaluation process, including but not limited to, the qualified privileges associated with defamation as described in Evidence Code Section 411. Concerns regarding confidentiality must be reported to the Director of Human Resources within the academic year when the breach of confidentiality was alleged to take place. If there is no resolution, the PFEC shall address its concerns to the President. The college president will determine whether a re-evaluation of the evaluatee is necessary.
- 11.1.7 Evaluation Components. Probationary tenure-track faculty evaluation shall be comprised of the following components:
- 11.1.7.1 Records Evaluation
    - 11.1.7.1.1 The PFEC shall assess the teaching faculty's classroom records such as syllabi, handouts, tests, and/or assignments and grading rubrics. The PFEC shall also assess the timeliness of the submission of census rosters and final grade reports. This assessment shall be within the bounds of professional ethics and academic freedom.
    - 11.1.7.1.2 The PFEC shall assess the counselor/librarian/learning disabilities specialist faculty's maintenance of appropriate documentation. This assessment shall be within the bounds of professional ethics and academic freedom.
  - 11.1.7.2 Professional Responsibilities Evaluation
    - 11.1.7.2.1 The PFEC shall assess the candidate's professional engagement as quantified in Form 4A. Professional engagement includes activities such as conference/workshop attendance, staff development participation, professional association memberships,

scholarly publications, research, and relevant community activity. Faculty are strongly encouraged to attend regional, state, and national conferences and participate in state level committees.

- 11.1.7.2.2 The PFEC shall assess the faculty member's participation in institutional governance.
- 11.1.7.2.3 The PFEC shall assess the faculty member's participation in department and division meetings.
- 11.1.7.2.4 The PFEC shall assess the faculty member's demonstrated ability to work collegially and collaboratively with faculty, staff, managerial, and administrative colleagues.
- 11.1.7.2.5 The PFEC shall assess the faculty member's ability to follow district policies and procedures.
- 11.1.7.2.6 The PFEC shall assess the faculty member's participation in course, program, and institutional assessment.

#### 11.1.7.3 Self-Evaluation

- 11.1.7.3.1 The probationary tenure-track faculty member shall evaluate on Form 4A his/her performance since the previous evaluation.

Probationary tenure-track faculty do not perform a self-evaluation during the first semester in which they are evaluated as a full-time tenure-track faculty member.

- 11.1.7.3.2 The faculty member shall include in his/her self-evaluation a response to any previous recommendations of by the PFEC and a report on progress made toward correcting areas of deficiency.

#### 11.1.7.4 Evaluation of Performance in Primary Area of Assignment

- 11.1.7.4.1 Evaluation of performance shall consist of worksite observations of all aspects of the tenure track teaching faculty's assignment, excluding office hours and committee work. This means at least one observation of every class, lab and clinical assignment. An observation means one worksite visitation regardless of the number of evaluators visiting.

- 11.1.7.4.2 Two PFEC members may evaluate in the same visit.
- 11.1.7.4.3 The faculty member shall provide all PFEC members faculty-level access to all active LMS course shells during the evaluation cycle.

11.1.7.5 Student Evaluation of Performance

- 11.1.7.5.1 Classroom student evaluations shall be administered electronically at the request of the PFEC Chair or his/her designee using Evaluation Kit via the district LMS, Canvas. Evaluations will include standardized instructions for students.

For student evaluations of a particular course to be included in the probationary tenure-track faculty evaluation, the response rate for at least one question on the student evaluation must be at least 60%. If this threshold is not met in a face-to-face course by the beginning of week 10, the PFEC Chair or designee will administer the Form 3A survey during a face-to-face class meeting. This will typically be completed by the end of week 11.

- 11.1.7.5.2 Student evaluations of classroom faculty shall be administered to all classes of the evaluatee using Schedule Form 3A, which will be entered into Evaluation Kit.
- 11.1.7.5.3 For non-teaching faculty, a minimum of 30 student evaluations shall be administered either electronically or on paper. Student evaluations administered on paper shall be maintained in a sealed envelope and shall be submitted to the appropriate office for tally. A student evaluation summary will be submitted to the PFEC Chair.

11.1.8 Steps of Tenure Review Process. The steps of the tenure review process are as follows:

- 11.1.8.1 A formal evaluation of the evaluatee.
- 11.1.8.2 A committee meeting without the candidate to determine a recommendation for the evaluatee's subsequent contract status.
- 11.1.8.3 At any time, the evaluatee may request a convening of the committee.

11.1.8.4 A committee meeting with the candidate to recognize meritorious performance, discuss committee's employment recommendation and, if appropriate, to develop a course of action for correcting deficiencies.

11.1.8.4.1 For a faculty member serving under the first full-time academic contract, the committee will make one of the following recommendations:

- Recommend entering into a contract for the following academic year.
- Recommend not entering into a contract for the following academic year.

11.1.8.4.2 For a faculty member serving under the second consecutive academic contract, the committee will make one of the following recommendations:

- Recommend entering into a contract for the next two consecutive academic years.
- Recommend not entering into a contract for the next two consecutive academic years.

11.1.8.4.3 For a faculty member serving under the third consecutive academic contract, the committee will make one of the following recommendations:

- Recommend employment as a tenured faculty.
- Recommend non-reemployment.

#### 11.1.9 Committee Criteria for Employment Recommendation

11.1.9.1 Not to rehire: Faculty member's performance is unsatisfactory and continued employment is not recommended.

11.1.9.2 To grant 2nd probationary contract: Faculty member has consistently participated in the New Faculty Orientation Program and has performed all duties and responsibilities satisfactorily OR has agreed to a performance improvement plan developed by the PFEC in F-5A.

11.1.9.3 To grant 3rd probationary contract: Faculty member continues to perform all duties and responsibilities satisfactorily OR after having implemented the plan developed by the PFEC for improving performance, has begun to perform all duties and responsibilities satisfactorily. The faculty member is becoming a fully-participating, effective member of the college community.

11.1.9.4 Recommend Tenure: Faculty member has demonstrated continual professional growth, has performed consistently satisfactorily in all areas of responsibility, has become a fully-participating member of the college community, and would be an asset to the institution.

11.1.10 Recommendations to Deny Tenure.

11.1.10.1 The PFEC must have written justification and documentation of a recommendation not to grant tenure.

11.1.10.2 Recommendation to grant or not to grant tenure must be by majority vote of the PFEC.

A recommendation to reemploy under an additional contract or to grant tenure requires three out of four of the PFEC members to vote yes. If the PFEC is unable to reach a majority decision regarding a probationary tenure-track faculty member's subsequent contract status, the PFEC chair will notify the director of the Office of Human Resources and the Academic Senate Co-Presidents. The director of the Office of Human Resources and the senior Academic Senate Co-President will then convene and co-chair a meeting of the PFEC. The purpose of this meeting is to assist the PFEC in its effort to achieve a majority vote regarding its recommendation. If after this meeting the PFEC is still unable to reach a majority vote, the PFEC will recommend not to enter into a subsequent contract or not to grant tenure, whichever is appropriate, and will send its recommendation to the president/superintendent.

11.1.10.3 The PFEC shall submit its recommendation for the faculty member's subsequent contract status to the college president. The college president shall review all materials and make a written recommendation for the faculty member's subsequent contract status to the PFEC. If the recommendations are the same, the president/superintendent shall send to the Board of Trustees for consideration both his/her recommendation and the PFEC recommendation for the faculty member's subsequent contract status. If the recommendations differ, the PFEC and the president/superintendent shall meet and attempt to resolve the differences before sending the recommendations to the board of trustees for consideration.

11.1.10.4 Until a candidate is tenured or terminated, the president shall each year forward the PFEC's Faculty Evaluation Form 5A (F-5A) and recommendations to the Board of Trustees.

11.1.10.5 The College of the Redwoods Board of Trustees considers the recommendations of the PFEC and the president/superintendent when making the final decision to grant or deny tenure.

11.1.10.6 The Board of Trustees is responsible for all employment decisions.

11.1.11 Evaluation Process Timeline. The PFEC process will be followed during each evaluation period until final recommendation is made.

11.1.11.1 Weeks 1-4

11.1.11.1.1 The Academic Senate Co-Presidents appoint PFEC members, and the evaluatee selects one PFEC member.

11.1.11.1.2 The PFEC chair notifies the evaluatee in writing of the membership of the PFEC.

11.1.11.2 Weeks 4 – 7

11.1.11.2.1 The PFEC chair convenes an orientation meeting of the committee members to review the expectations of the faculty member relative to the current year of the tenure process, review previous evaluations, review faculty member's class or work schedule, and determine availability of PFEC members to conduct worksite or classroom observations. All PFEC members sign a copy of the Form 1 (Confidentiality Agreement).

11.1.11.2.2 The PFEC chair convenes a meeting of the PFEC and the evaluatee to review the expectations of the faculty member relative to the current year of the tenure process, review process timelines, review evaluation instruments and criteria, and schedule worksite or classroom observations.

11.1.11.2.3 The probationary tenure-track faculty member's self-evaluation Faculty Evaluation Form 4A (F-4A) is completed and submitted to the PFEC chair. Probationary tenure-track faculty do not complete the Faculty Evaluation Form 4A (F-4A) during the first fall of employment as a full-time tenure-track faculty member.

11.1.11.2.4 Any member of the PFEC may request supporting documentation from the evaluatee in order to prepare for their worksite observation.

11.1.11.3 Weeks 7 – 12

11.1.11.3.1 PFEC members perform classroom/site observations, review evaluatee's self-evaluation form ( F-4A), review

other documents related to evaluatee's job performance, and complete Faculty Evaluation Form 2A (F-2A)

11.1.11.3.2 Student evaluations are conducted and student evaluation summary reports are sent to the PFEC chair who then distributes the reports to all members of the PFEC and evaluatee.

11.1.11.3.2.1 Electronic student surveys will open in Week 8 and will stay open for at least 10 calendar days. Surveys will stay open longer if the 60% participation threshold has not been met. The chair of the PFEC will check to ensure threshold has been met.

11.1.11.3.2.2 In week 10, the PFEC chair will generate a summary report and send to all PFEC members and evaluatee. If the 60% response threshold has not been met in a face-to-face course by the beginning of week 10, the PFEC Chair or designee will administer the Form 3A survey during a face-to-face class meeting. This will typically be completed by the end of week 11.

11.1.11.3.2.3 Any member of the PFEC may request additional supporting documentation from the evaluatee following a worksite observation.

#### 11.1.11.4 Weeks 12 – 14

11.1.11.4.1 The PFEC meets without the evaluatee to evaluate the faculty member's performance in all areas. The faculty member or the PFEC may request additional input; this additional input shall be limited to further worksite visitation(s), further discussion with the evaluatee, and/or the request for additional records/documents.

11.1.11.4.2 The PFEC will meet without the evaluatee to decide if the evaluatee has met the evaluation criteria and, if appropriate, to recommend a specific course of action to help the faculty member improve his/her performance. The PFEC will create a draft evaluation summary and employment recommendation using Faculty Evaluation Form 5A (F-5A).

11.1.11.4.3 The PFEC will meet with the evaluatee to share its draft evaluation summary and employment recommendation.



PFEC makes revisions, if any, to its F-5A and shares the revised report with the probationary tenure-track faculty.

#### 11.1.11.5 Week 14 – 16

- 11.1.11.5.1 The probationary tenure-track faculty member submits to the PFEC chair any optional narrative statement in response to the PFEC's F-5A recommendations to be attached to the F-5A.
- 11.1.11.5.2 The PFEC will submit its employment recommendation on F-5A, along with the candidate's complete tenure evaluation file, to the college president.
- 11.1.11.5.3 By March 15 of any given year, the president/superintendent will present to the Board of Trustees his/her reemployment recommendations and PFEC reemployment recommendations for probationary tenure-track faculty.
- 11.1.11.5.4 By March 15 of any given year, the Board of Trustees will notify all probationary tenure-track faculty of their reemployment status.
- 11.1.11.5.5 All decisions regarding reemployment are made by the Board of Trustees and are based on recommendations from the PFEC and the president/superintendent.

#### 11.1.12 Consideration of Input from Outside of the Formal Evaluation Process

- 11.1.12.1 The PFEC will consider only complaints and commendations that have been thoroughly documented and substantiated. Any complaint will be contextualized by the complainant in an email or signed letter. No anonymous complaints will be considered by the PFEC.
- 11.1.12.2 All written complaints will be investigated and substantiated by the entire PFEC or, if the PFEC members agree, by the PFEC chair. Unsubstantiated, unwarranted, and inappropriate complaints and concerns will be disregarded. The committee chair is responsible for printing and distributing all documents relevant to complaints.
- 11.1.12.3 The evaluatee has the right to be informed of and to respond to any and all input which the committee is weighing as part of the evaluation process.
- 11.1.12.4 Complaints and all other evaluation materials will be kept confidential among the PFEC except as required by law. All documentation

associated with any substantiated complaint will be included with the evaluation materials in the faculty member's personnel file.

11.1.13 Documentation of Process.

11.1.13.1 To properly document the evaluation process, the following standardized District forms will be used:

- 11.1.13.1.1 Faculty Evaluation Form 1 (F-1): Confidentiality Agreement
- 11.1.13.1.2 Faculty Evaluation Form 2A (F-2A): Probationary Tenure-Track Faculty Evaluation form
- 11.1.13.1.3 Faculty Evaluation Form 3A, B, C or D: Student Evaluation of Evaluatee Effectiveness.
- 11.1.13.1.4 Faculty Evaluation Form 4A (F-4A): Self-Evaluation and Professional Development Inventory
- 11.1.13.1.5 Faculty Evaluation Form 5A (F-5A): Evaluation Conference Report for Probationary Tenure-Track Faculty form.

11.1.13.2 All completed forms will be held in the faculty member's personnel file, which is housed in the Office of Human Resources.

11.2 **TENURED FACULTY EVALUATION PROCESS:** The purpose of the tenured faculty evaluation process is to ensure that College of the Redwoods provides students with the most knowledgeable, talented, creative, professional, and student-oriented faculty available and to provide tenured faculty an opportunity to share and discuss educational philosophies and practices. The tenured faculty evaluation process verifies that a tenured faculty member continues to develop the skills and acquire the experiences necessary to participate successfully in the educational process, uses the District's and other resources for professional growth, and continues to be a fully-participating and effective member of the college's professional community. The process should promote professionalism and enhance academic growth by providing a useful, comprehensive assessment of all areas of performance.

11.2.1 The criteria upon which tenured faculty members will be evaluated are as follows:

11.2.1.1 Student Engagement

- Willingness, availability, and ability to assist students in achieving their educational goals
- Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following:

- Diversity of cultural backgrounds, gender, age, and lifestyles
- Variety of learning styles
- Student goals and aspirations
- The special needs of students with physical or other disabilities
- The importance of effective methods for resolving problems between the faculty member and students
- The role and value of student support services
- Concern for student welfare

#### 11.2.1.2 Classroom Assignment

- Knowledge of subject matter
- Awareness of current developments and research in the discipline
- Demonstration of effective oral and written communication with students, including the ability to respond effectively to student questions and comments
- Effective use of teaching methods appropriate to the subject matter and course objectives
- Demonstrated ability to effectively and consistently organize and prepare courses and class meetings in accordance with the course outline of record
- Demonstrated ability to evaluate student work fairly and effectively
- Ability to create and maintain a classroom atmosphere of mutual respect and regard

#### 11.2.1.3 Non-Classroom Assignment (Librarians, Counselors, Learning Disabilities Specialists, and Special Assignments)

- Ability to effectively resolve problems between the faculty member and students
- Ability to make referrals to appropriate student support services
- Knowledge and appropriate utilization of community resources
- Knowledge of area of expertise
- Awareness of current developments and research in the field
- Demonstration of effective oral and written communication with students, including the ability to respond effectively to student questions and comments
- Effective use of methods appropriate to area of assignment
- Demonstrated ability to effectively and consistently organize and prepare for day-to-day work and ongoing initiatives

- Ability to create and maintain a workplace of mutual respect and regard

#### 11.2.1.4 Professional Responsibilities Evaluation

- Active, effective, and collegial participation in institutional governance.
- Ability to work consistently in a constructive, professional manner that fosters collegiality among faculty, staff, managers, administrators, and students.
- Demonstrated commitment to and enthusiasm for the profession, the college, and student success.
- Demonstrated ability to accurately collect and report final grades, census rosters, and other documentation in a timely manner.
- Demonstrated adherence to District policies and procedures.
- Participation in course, program, and institutional assessment.
- Participation in department and division meetings.
- Demonstrated ability to work collegially and collaboratively to meet accreditation standards.
- Demonstrated commitment to professional development.
- Consistent, effective participation in required college service activities.

#### 11.2.2 Tenured Faculty Evaluation Committee (TFEC)

11.2.2.1 A TFEC evaluates all aspects of a tenured faculty member’s job performance.

11.2.2.2 The TFEC will consist of 1-3 people. The CIO or designee normally functions as chair of the TFEC. The CIO’s designee may be either an administrator or a tenured faculty member. The CIO/designee and the evaluatee may each request one additional peer faculty evaluator to serve on the TFEC. For the purpose of evaluation, “peer” is defined as a tenured faculty member currently employed by the District. The TFEC must consist of at least one tenured faculty member.

If there is a conflict in the choice of an optional peer evaluator, the faculty member or CIO or designee whose choice is objected to will submit two additional names from which the other party will select one.

11.2.3 Evaluation Components. Tenured faculty evaluation shall be comprised of the following components:

11.2.3.1 Records Evaluation

11.2.3.1.1 The TFEC shall assess the teaching faculty's classroom records such as syllabi, handouts, tests, and/or assignments and grading rubrics. The TFEC shall also assess the timeliness of the submission of census rosters and final grade reports. This assessment shall be within the bounds of professional ethics and academic freedom.

11.2.3.1.2 The TFEC shall assess the counselor/librarian/learning disabilities specialist faculty's maintenance of appropriate documentation. This assessment shall be within the bounds of professional ethics and academic freedom.

### 11.2.3.2 Professional Responsibilities Evaluation

11.2.3.2.1 The TFEC shall assess the candidate's professional activities such as conference/workshop attendance, staff development participation, professional association memberships, scholarly publications, research, and relevant community activity.

11.2.3.2.2 The TFEC shall assess the faculty member's participation in institutional governance.

11.2.3.2.3 The TFEC shall assess the faculty member's participation in department and division meetings.

11.2.3.2.4 The TFEC shall assess the faculty member's demonstrated ability to work collegially and collaboratively with faculty, staff, managerial, and administrative colleagues.

11.2.3.2.5 The TFEC shall assess the faculty member's ability to follow district policies and procedures.

11.2.3.2.6 The TFEC shall assess the faculty member's participation in course, program, and institutional assessment.

### 11.2.3.3 Professional Activity and Goals Inventory

11.2.3.3.1 The tenured faculty member will complete Faculty Evaluation Form F-4B to record his/her goals and participation in professional activities, curriculum development, program and college initiatives, and any other activities relevant to his/her faculty assignment since the last evaluation.

11.2.3.3.2 The faculty member shall include on his/her F-4B a response to any recommendations by the previous TFEC and a report on any actions taken in response to these recommendations.

#### 11.2.3.4 Evaluation of Performance in Primary Area of Assignment

11.2.3.4.1 Evaluation of performance shall consist of a minimum of one worksite observation.

11.2.3.4.2 The faculty member will receive at least one week's written notice prior to the observation visit.

11.2.3.4.3 The faculty member shall provide all TFEC members access to all active Canvas course shells during the evaluation period. TFEC members will have access to Canvas course shells for two weeks.

#### 11.2.3.5 Student Evaluation of Performance

11.2.3.5.1 Classroom student evaluations shall be administered electronically at the request of the TFEC Chair or his/her designee using Evaluation Kit via the district LMS, Canvas. Evaluations will include standardized instructions for students.

For student evaluations of a particular course to be included in the tenured faculty evaluation, the response rate for at least one question on the student evaluation must be at least 60%. If this threshold is not met in a face-to-face course by the beginning of week 10, the TFEC Chair or designee will administer the F-3 survey during a face-to-face class meeting. This will typically be completed by the end of week 11.

11.2.3.5.2 Student evaluations of classroom faculty shall be administered to all classes of the evaluatee using Schedule F-3, which will be entered into Evaluation Kit.

11.2.3.5.3 For non-teaching faculty, a minimum of 30 student evaluations shall be administered either electronically or on paper. Student evaluations administered on paper shall be maintained in a sealed envelope and shall be submitted to the appropriate office for tally. A student evaluation summary will be submitted to the TFEC Chair.

#### 11.2.4 Tenured Faculty Evaluation Process Timeline.

- 11.2.4.1 Tenured faculty will be evaluated once every three years, unless intermediate evaluations have been required by a previous evaluation.
- 11.2.4.2 Tenured faculty may be evaluated in either fall or spring. The CIO or designee and the tenured faculty member being evaluated will agree to which semester the evaluation will take place.
- 11.2.4.3 Weeks 1-4
  - 11.2.4.3.1 The CIO or designee notifies a tenured faculty that he/she is due for evaluation, indicates his/her peer faculty selection for the TFEC (if any), and requests the tenured faculty member to indicate an additional peer faculty selection for the TFEC (if any).
  - 11.2.4.3.2 The tenured faculty member being evaluated submits to the TFEC chair the name of a peer faculty member selected for the TFEC (if any).
- 11.2.4.4 Weeks 4 – 7
  - 11.2.4.4.1 The TFEC chair convenes a meeting of the TFEC and the tenured faculty member being evaluated to review the process timelines, review evaluation instruments and criteria, and schedule worksite or classroom observations. In lieu of a face-to-face meeting, the TFEC can accomplish the tasks of this meeting via email if the tenured faculty member being evaluated agrees. All TFEC members sign a copy of the Faculty Evaluation Form 1 (Confidentiality Agreement).
  - 11.2.4.4.2 The tenured faculty member's Professional Activity Inventory (F-4B) is completed and submitted to the TFEC chair.
- 11.2.4.5 Weeks 7 – 12
  - 11.2.4.5.1 TFEC members perform classroom/site observations. Professional responsibilities evaluation begins.
  - 11.2.4.5.2 Student evaluations are conducted and student evaluation summary reports are sent to the TFEC chair who then

distributes the reports to all members of the TFEC and evaluatee.

11.2.4.5.2.1 Electronic student surveys will open in Week 8 and will stay open for at least 10 calendar days. Surveys will stay open longer if the 60% participation threshold has not been met. The chair of the TFEC will check to ensure threshold has been met.

11.2.4.5.2.2 In week 10, the TFEC chair will generate a summary report and send to all TFEC members and evaluatee. If the 60% response threshold has not been met in a face-to-face course by the beginning of week 10, the TFEC Chair or designee will administer the Form 3A survey during a face-to-face class meeting. This will typically be completed by the end of week 11.

11.2.4.5.3 Any member of the TFEC may request supporting documentation from the evaluatee in order to prepare for their worksite observation.

#### 11.2.4.6 Weeks 12 – 14

11.2.4.6.1 The TFEC meets without the tenured faculty member being evaluated to evaluate the faculty member's performance in all areas. The evaluatee or the TFEC may request additional input; this additional input shall be limited to further worksite visitation(s), further discussion with the evaluatee, and/or the request for additional records/documents.

11.2.4.6.2 The TFEC will meet without the tenured faculty member to decide if the faculty member has met the evaluation criteria and, if appropriate, to recommend a specific course of action to help the tenured faculty member improve his/her performance. The TFEC will create a draft evaluation summary and recommendation using Faculty Evaluation Form 5B (F-5B).

11.2.4.6.3 The TFEC will meet with the evaluatee to share its draft evaluation summary and recommendations, if any.



11.2.4.6.4 The evaluatee may submit to the TFEC chair within 10 work days of the TFEC meeting with the evaluatee, a written response to the TFEC's findings and recommendations.

11.2.4.7 Weeks 14 – 16

11.2.4.7.1 The TFEC will use F-5B to record its findings and its recommendations (if any). The TFEC chair will submit to the Office of Human Resources the completed F-5B along with the candidate's Professional Activity Inventory (F-4B) and any written response to the evaluation by the evaluatee.

11.2.4.7.2 All documents related to the evaluation will be stored in the tenured faculty member's personnel file housed in the Office of Human Resources.

11.2.5 Consideration of Input from Outside of the Formal Evaluation Process

11.2.5.1 The TFEC will consider only complaints and commendations that have been thoroughly documented and substantiated. Any complaint will be contextualized by the complainant in an email or signed letter. No anonymous complaints will be considered by the TFEC.

11.2.5.2 All written complaints will be investigated and substantiated by the entire TFEC or, if the TFEC members agree, by the TFEC chair. Unsubstantiated, unwarranted, and inappropriate complaints and concerns will be disregarded. The committee chair is responsible for printing and distributing all documents relevant to complaints.

11.2.5.3 The evaluatee has the right to be informed of and to respond to any and all input which the committee is weighing as part of the evaluation process.

11.2.5.4 Complaints and all other evaluation materials will be kept confidential among the TFEC except as required by law. All documentation associated with any substantiated complaint will be included with the evaluation materials in the faculty member's personnel file.

11.2.6 Documentation of Process.

11.2.6.1 To properly document the evaluation process, the following standardized District forms should be used:

11.2.6.1.1 Faculty Evaluation Form 1 (F-1): Confidentiality Agreement

- 11.2.6.1.2 Faculty Evaluation Form 2B (F-2B): Tenured, Associate, and Non Tenure-Track Full Time Temporary Faculty Evaluation form
- 11.2.6.1.3 Faculty Evaluation Form 3A, B, C or D: Student Evaluation of Evaluatee Effectiveness
- 11.2.6.1.4 Faculty Evaluation Form 4B (F-4B): Professional Activities Inventory
- 11.2.6.1.5 Faculty Evaluation Form 5B (F-5B): Evaluation Conference Report for Tenured, Associate, and Non Tenure-Track Full Time Temporary Faculty form

11.3 ASSOCIATE FACULTY EVALUATION PROCESS: The purpose of the associate faculty evaluation process is to ensure that College of the Redwoods provides students with the most knowledgeable, talented, creative, professional, and student-oriented faculty available. The process should promote professionalism and enhance academic growth by providing a useful, comprehensive assessment of all areas of performance.

11.3.1 The criteria upon which associate faculty members will be evaluated are as follows:

11.3.1.1 Student Engagement

- Willingness, availability, and ability to assist students in achieving their educational goals
- Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following:
  - Diversity of cultural backgrounds, gender, age, and lifestyles
  - Variety of learning styles
  - Student goals and aspirations
  - The special needs of students with physical or other disabilities
  - The importance of effective methods for resolving problems between the faculty member and students
  - The role and value of student support services
  - Concern for student welfare

11.3.1.2 Classroom Assignment

- Knowledge of subject matter

- Awareness of current developments and research in the discipline
- Demonstration of effective oral and written communication with students, including the ability to respond effectively to student questions and comments
- Effective use of teaching methods appropriate to the subject matter and course objectives
- Demonstrated ability to effectively and consistently organize and prepare courses and class meetings in accordance with the course outline of record
- Demonstrated ability to evaluate student work fairly and effectively
- Ability to create and maintain a classroom atmosphere of mutual respect and regard

#### 11.3.1.3 Non-Classroom Assignment (Librarians, Counselors, Learning Disabilities Specialists, and Special Assignments)

- Ability to effectively resolve problems between the faculty member and students
- Ability to make referrals to appropriate student support services
- Knowledge and appropriate utilization of community resources
- Knowledge of area of expertise
- Awareness of current developments and research in the field
- Demonstration of effective oral and written communication with students, including the ability to respond effectively to student questions and comments
- Effective use of methods appropriate to area of assignment
- Demonstrated ability to effectively and consistently organize and prepare for day-to-day work and ongoing initiatives
- Ability to create and maintain a workplace of mutual respect and regard

#### 11.3.1.4 Professional Responsibilities Evaluation

- Ability to work consistently in a constructive, professional manner that fosters collegiality among faculty, staff, managers, administrators, and students
- Demonstrated commitment to and enthusiasm for the profession, the college, and student success
- Demonstrated ability to accurately collect and report final grades, census rosters, and other documentation in a timely manner
- Demonstrated adherence to District policies and procedures
- Use course, program and institutional learning outcome assessment results to inform improvements in student learning.

- Demonstrated ability to work collegially and collaboratively within accreditation standards
- Use of district-provided email

### 11.3.2 Associate Faculty Evaluation Committee (AFEC)

11.3.2.1 An AFEC evaluates all aspects of an associate faculty member’s job performance.

11.3.2.2 The AFEC will consist of 1-3 people. The CIO or designee normally functions as chair of the AFEC. The CIO’s designee may be either an administrator or a tenured faculty member. The CIO/designee and the evaluatee may each request one additional peer faculty evaluator to serve on the AFEC. For the purpose of evaluation, “peer” is defined as a Tenured or Probationary Tenure-Track faculty member currently employed by the District. The AFEC must consist of at least one faculty member.

If there is a conflict in the choice of the optional full-time evaluator, the associate faculty member or CIO/designee whose choice is objected to will submit two additional names from which the other party will select one.

### 11.3.3 Evaluation Components. Associate faculty evaluation shall be comprised of the following components:

#### 11.3.3.1 Records Evaluation

11.3.3.1.1 The AFEC shall assess the teaching faculty’s classroom records such as syllabi, handouts, tests, and/or assignments and grading rubrics. The AFEC shall also assess the timeliness of the submission of census rosters and final grade reports. This assessment shall be within the bounds of professional ethics and academic freedom.

11.3.3.1.2 The AFEC shall assess the counselor/librarian/learning disabilities specialist faculty’s maintenance of appropriate documentation. This assessment shall be within the bounds of professional ethics and academic freedom.

#### 11.3.3.2 Professional Responsibilities Evaluation

11.3.3.2.1 The AFEC shall assess the evaluatee’s demonstrated ability to work collegially and collaboratively with faculty, staff, managerial, and administrative colleagues.

- 11.3.3.2.2 The AFEC shall assess the evaluatee’s ability to follow district policies and procedures.
- 11.3.3.2.3 The AFEC shall assess the evaluatee’s use course, program and institutional learning outcome assessment results to inform improvements in student learning.
- 11.3.3.3 Faculty Evaluation Form 4C (F-4C): Optional Associate Faculty Teaching and Self Evaluation Inventory
  - 11.3.3.3.1 It is not required that associate faculty complete a professional activity inventory during the semester of evaluation. However, if they choose to, associate faculty can complete the optional inventory in F-4C to record his/her participation in professional activities, curriculum development, program and college initiatives, and any other activities that are relevant to his/her faculty assignment since the last evaluation.
  - 11.3.3.3.2 If the associate faculty member completes F-4C, s/he may choose to include a response to any recommendations by the previous AFEC and a report on any actions taken in response to these recommendations.
- 11.3.3.4 Evaluation of Performance in Primary Area of Assignment
  - 11.3.3.4.1 Evaluation of performance shall consist of a minimum of one worksite observation.
  - 11.3.3.4.2 The associate faculty member will receive at least one week’s written notice prior to the observation visit.
  - 11.3.3.4.3 The associate faculty member shall provide AFEC members access to all active Canvas course shells during the evaluation period. AFEC members will have access to Canvas course shells for two weeks.
- 11.3.3.5 Student Evaluation of Performance
  - 11.3.3.5.1 Classroom student evaluations shall be administered electronically at the request of the AFEC Chair or his/her designee using Evaluation Kit via the district LMS, Canvas. Evaluations will include standardized instructions for students.

For student evaluations of a particular course to be included in the associate faculty evaluation, the response rate for at least one question on the student evaluation must be at least 60%. If this threshold is not met in a face-to-face course by the beginning of week 10, the AFEC Chair or designee will administer the F-3 survey during a face-to-face class meeting. This will typically be completed by the end of week 11.

11.3.3.5.2 Student evaluations of classroom faculty shall be administered to all classes of the evaluatee using Schedule F-3, which will be entered into Evaluation Kit.

11.3.3.5.3 For non-teaching faculty, a minimum of 10 student evaluations shall be administered either electronically or on paper. Student evaluations administered on paper shall be maintained in a sealed envelope and shall be submitted to the appropriate office for tally. A student evaluation summary will be submitted to the AFEC Chair.

#### 11.3.4 Associate Faculty Evaluation Process Timeline.

11.3.4.1 A new associate faculty member will be evaluated in his or her first semester of employment as an associate faculty member with the District (excluding summer and winter intersessions) by the AFEC. Thereafter, the associate faculty member will be evaluated every 6th semester under contract with the District in a teaching assignment or the equivalent in hourly employment in a non-teaching assignment or as requested by the current AFEC. The AFEC assesses all aspects of the associate faculty member's job performance. The AFEC will submit its report and reemployment recommendation to the CIO or designee. Recommendations are limited to the following:

- Satisfactory, recommend rehire with evaluation at the next regular interval.
- Needs improvement, recommend rehire with evaluation at the next regular interval.
- Needs improvement, recommend rehire with evaluation in two semesters.
- Needs improvement, recommend rehire with evaluation in the next assigned semester.
- Unsatisfactory, recommend non-rehire.

These recommendations shall be based on peer evaluations (F-2B), student evaluations (F-3A), direct supervisory administrator's evaluations (F-2B), an optional self-evaluation (F-4C), and past evaluations (F-5B), supplemental distance education teaching

evaluation form (F-2DE) is to be completed and attached to Schedule AF-2 if the faculty teaching load includes distance education. All associate faculty evaluation documents shall be filed with the Human Resources Office and placed in the associate faculty member's personnel file.

#### 11.3.4.2 Associate Faculty Off-Cycle, Special Evaluation

- 11.3.4.2.1 The CIO, deans, and directors may request a special evaluation of an associate faculty member based on credible, documented complaints that an instructor is not teaching the approved course curriculum.
- 11.3.4.2.2 All requests for off-cycle, special evaluations must be approved by the CIO.
- 11.3.4.2.3 If a request for off-cycle, special evaluation is approved by the CIO, the District must provide in writing to the associate faculty member subject to off-cycle, special evaluation and to the CRFO the reason(s) why it is requiring an off-cycle, special evaluation for the associate faculty member.
- 11.3.4.2.4 All off-cycle, special evaluations are separate from faculty investigations and disciplinary processes.
- 11.3.4.2.5 No off-cycle, special evaluation may be initiated based on unsubstantiated allegations that have not been investigated.
- 11.3.4.2.6 Off-cycle, special evaluations are not to be requested in issues involving academic freedom.
- 11.3.4.2.7 An associate faculty member who alleges a violation of the off-cycle, special evaluation process or in his/her off-cycle, special evaluation may use the grievance procedures under Article IX of this Agreement.
- 11.3.4.2.7 The timeline, process, and AFEC composition for any off-cycle, special evaluation shall follow the same guidelines and processes outlined in this section for associate faculty evaluation.

#### 11.3.4.3 Weeks 1-4

- 11.3.4.3.1 The CIO or designee notifies evaluatee that he/she is due for evaluation, indicates his/her full-time faculty member selection for the AFEC (if any), and requests the evaluatee

to indicate an additional full-time faculty selection for the AFEC (if any).

11.3.4.3.2 The evaluatee submits to the AFEC chair the name of a full-time faculty member selected for the AFEC (if any).

11.3.4.4 Weeks 4 – 7

11.3.4.4.1 The AFEC chair convenes a meeting of the AFEC and the evaluatee to review the process timelines, review evaluation instruments and criteria, and schedule worksite or classroom observations. In lieu of a face-to-face meeting, the AFEC can accomplish the tasks of this meeting via teleconference or email if the associate faculty member being evaluated agrees. All AFEC members sign a copy of the Faculty Evaluation Form 1 (Confidentiality Agreement).

11.3.4.4.2 If desired, the evaluatee completes F-4C (Optional Associate Faculty Teaching and Self Evaluation Inventory) and submits document to the AFEC chair.

11.3.4.5 Weeks 7 – 12

11.3.4.5.1 AFEC members perform classroom/worksite observations. Professional responsibilities evaluation begins.

11.3.4.5.2 Student evaluations are conducted and student evaluation summary reports are sent to the AFEC chair who then distributes the reports to all members of the AFEC and evaluatee.

11.3.4.5.2.1 Electronic student surveys will open in Week 8 and will stay open for at least 10 calendar days. Surveys will stay open longer if the 60% participation threshold has not been met. The chair of the AFEC will check to ensure threshold has been met.

11.3.4.5.2.2 In week 10, the AFEC chair will generate a summary report and send to all AFEC members and evaluatee. If the 60% response threshold has not been met in a face-to-face course by the beginning of week 10, the AFEC Chair



or designee will administer the Form 3A survey during a face-to-face class meeting. This will typically be completed by the end of week 11.

11.3.4.5.2.3

Any member of the AFEC may request additional supporting documentation from the evaluatee following a worksite observation.

11.3.4.5.3

The evaluatee submits to the AFEC chair any requested classroom records or materials and professional activities documentation.

11.3.4.6 Weeks 12 – 14

11.3.4.6.1

The AFEC meets without the associate faculty member being evaluated to evaluate the associate faculty member's performance in all areas. The associate faculty member being evaluated or the AFEC may request additional input; this additional input shall be limited to another peer classroom visitation, further discussion with the tenured faculty member being evaluated, and/or the request for additional records/documents.

11.3.4.6.2

The AFEC will meet without the associate faculty member to decide if the associate faculty member has met the evaluation criteria and, if appropriate, to recommend a specific course of action to help the associate faculty member improve his/her performance.

11.3.4.6.3

The AFEC will meet with the associate faculty member to communicate its findings and recommendations, if any.

11.3.4.6.4

The evaluatee may submit to the AFEC chair within 10 work days of the AFEC meeting with the evaluatee, a written response to the AFEC's findings and recommendations.

11.3.4.7 Weeks 14 – 16

11.3.4.7.1

The AFEC will use F-5B to record its findings, its performance enhancement recommendations (if any), and its reemployment recommendation. The AFEC chair will submit the completed F-5B along with the candidate's optional Professional Activity Inventory (F-4C) and any

written response to the evaluation by the tenured faculty to the Office of Human Resources.

- 11.3.4.7.2 Upon receipt of an unsatisfactory evaluation and decision to to rehire, associate faculty shall, upon request, be provided written notification of the reason for non-rehire from the appropriate Chief Instructional Officer or designee.
- 11.3.4.7.3 The evaluatee may submit to the Chief Instructional Officer, a written response.
- 11.3.4.7.4 All documents related to the evaluation will be stored in the associate faculty member's personnel file housed in the Office of Human Resources.
- 11.3.4.7.5 The evaluation process timeline for associate faculty whose teaching assignment begins or ends on dates other than the first and last week of semester will be mutually agreed to by the associate faculty member and the AFEC.

#### 11.3.5 Consideration of Input from Outside of the Formal Evaluation Process

- 11.3.5.1 The AFEC will consider only complaints and commendations that have been thoroughly documented and substantiated through written and signed instruments.
- 11.3.5.2 All written complaints will be investigated and substantiated by the entire AFEC or, if the TFEC members agree, by the AFEC chair. Unsubstantiated, unwarranted, and inappropriate complaints and concerns will be disregarded.
- 11.3.5.3 The associate faculty member being evaluated has the right to be informed of and to respond to any and all input which the committee is weighing as part of the evaluation process.
- 11.3.5.4 Complaints and all other evaluation materials will be kept confidential among the TFEC except as required by law. All documentation associated with any substantiated complaint will be included with the evaluation materials in the faculty member's personnel file.

#### 11.3.6 Documentation of Process.

- 11.3.6.1 To properly document the evaluation process, the following standardized District forms should be used:

- 11.3.6.1.1 Faculty Evaluation Form 1 (F-1): Confidentiality Agreement
- 11.3.6.1.2 Faculty Evaluation Form 2B (F-2B): Tenured, Associate, and Non Tenure-Track Full Time Temporary Faculty Evaluation form
- 11.3.6.1.3 Faculty Evaluation Form 3A, B, C or D: Student Evaluation of Evaluatee Effectiveness
- 11.3.6.1.4 (Optional) Faculty Evaluation Form 4C (F-4C): Associate Faculty Teaching & Self-Evaluation Inventory
- 11.3.6.1.5 Faculty Evaluation Form 5B (F-5B): Evaluation Conference Report for Tenured, Associate, and Non Tenure-Track Full Time Temporary Faculty form

11.4 NON-TENURE TRACK FULL-TIME TEMPORARY FACULTY EVALUATION PROCESS: The purpose of the non-tenure track full-time temporary faculty evaluation process is to ensure that College of the Redwoods provides students with the most knowledgeable, talented, creative, professional, and student-oriented faculty available. The process should promote professionalism and enhance academic growth by providing a useful, comprehensive assessment of all areas of performance.

11.4.1 The criteria upon which non-tenure track full-time temporary members will be evaluated are as follows:

11.4.1.1 Student Engagement

- Willingness, availability, and ability to assist students in achieving their educational goals
- Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following:
  - Diversity of cultural backgrounds, gender, age, and lifestyles
  - Variety of learning styles
  - Student goals and aspirations
  - The special needs of students with physical or other disabilities
  - The importance of effective methods for resolving problems between the faculty member and students
  - The role and value of student support services
  - Concern for student welfare

11.4.1.2 Classroom Assignment

- Knowledge of subject matter

- Awareness of current developments and research in the discipline
- Demonstration of effective oral and written communication with students, including the ability to respond effectively to student questions and comments
- Effective use of teaching methods appropriate to the subject matter and course objectives
- Demonstrated ability to effectively and consistently organize and prepare courses and class meetings in accordance with the course outline of record
- Demonstrated ability to evaluate student work fairly and effectively
- Ability to create and maintain a classroom atmosphere of mutual respect and regard

1.4.1.3 Non-Classroom Assignment (Librarians, Counselors, Learning Disabilities Specialists, and Special Assignments)

- Ability to effectively resolve problems between the faculty member and students
- Ability to make referrals to appropriate student support services
- Knowledge and appropriate utilization of community resources
- Knowledge of area of expertise
- Awareness of current developments and research in the field
- Demonstration of effective oral and written communication with students, including the ability to respond effectively to student questions and comments
- Effective use of methods appropriate to area of assignment
- Demonstrated ability to effectively and consistently organize and prepare for day-to-day work and ongoing initiatives
- Ability to create and maintain a workplace of mutual respect and regard

11.4.1.4 Professional Responsibilities Evaluation

- Active, effective, and collegial participation in institutional governance.
- Ability to work consistently in a constructive, professional manner that fosters collegiality among faculty, staff, managers, administrators, and students.
- Demonstrated commitment to and enthusiasm for the profession, the college, and student success.
- Demonstrated ability to accurately collect and report final grades, census rosters, and other documentation in a timely manner.
- Demonstrated adherence to District policies and procedures.

- Participation in course, program, and institutional assessment.
- Participation in department and division meetings.
- Demonstrated ability to work collegially and collaboratively to meet accreditation standards.
- Demonstrated commitment to professional development.
- Consistent, effective participation in required college service activities.

#### 11.4.2 Non-Tenure Track Full-Time Temporary Evaluation Committee (NFEC)

11.4.2.1 An NFEC evaluates all aspects of a non-tenure track full-time temporary faculty member’s job performance.

11.4.2.2 The NFEC will consist of 1-3 people. The CIO or designee normally functions as chair of the NFEC. The CIO’s designee may be either an administrator or a tenured faculty member. The CIO/designee and the evaluatee may each request one additional peer faculty evaluator to serve on the NFEC. For the purpose of evaluation, “peer” is defined as a tenured faculty member currently employed by the District. The NFEC must consist of at least one tenured faculty member.

If there is a conflict in the choice of the optional full-time evaluator, the evaluatee or CIO/designee whose choice is objected to will submit two additional names from which the other party will select one.

11.4.3 Evaluation Components. Non-tenure track full-time temporary faculty evaluation shall be comprised of the following components:

#### 11.4.4 Records Evaluation

11.4.4.1 The NFEC shall assess the teaching faculty’s classroom records such as syllabi, handouts, tests, and/or assignments and grading rubrics. The NFEC shall also assess the timeliness of the submission of census rosters and final grade reports. This assessment shall be within the bounds of professional ethics and academic freedom.

11.4.4.2 The NFEC shall assess the counselor/librarian/learning disabilities specialist faculty’s maintenance of appropriate documentation. This assessment shall be within the bounds of professional ethics and academic freedom.

#### 11.4.5 Professional Responsibilities Evaluation

11.4.5.1 The NFEC shall assess the evaluatee’s professional activities such as conference/workshop attendance, staff development participation,

professional association memberships, scholarly publications, research, and relevant community activity.

11.4.5.2 The NFEC shall assess the evaluatee's participation in institutional governance.

11.4.5.3 The NFEC shall assess the evaluatee's participation in department and division meetings.

11.4.5.4 The NFEC shall assess the evaluatee's demonstrated ability to work collegially and collaboratively with faculty, staff, managerial, and administrative colleagues.

11.4.5.5 The NFEC shall assess the evaluatee's ability to follow district policies and procedures.

11.4.5.6 The NFEC shall assess the evaluatee's participation in course, program, and institutional assessment.

#### 11.4.6 Professional Activity and Goals Inventory

11.4.6.1 The evaluatee will complete F-4B to record his/her goals and participation in professional activities, curriculum development, program and college initiatives, and any other activities that relevant to his/her faculty assignment since the last evaluation.

11.4.6.2 The temporary, full-time, non-tenure track faculty member shall include on his/her F-4B a response to any recommendations by the previous NFEC and a report on any actions taken in response to these recommendations.

#### 11.4.7 Evaluation of Performance in Primary Area of Assignment

11.4.7.1 Evaluation of performance shall consist of a minimum of one worksite observation.

11.4.7.2 The evaluatee will receive at least one week's written notice prior to the observation visit.

11.4.7.3 The evaluatee shall provide all NFEC members access to all active Canvas course shells during the evaluation period. NFEC members will have access to Canvas course shells for two weeks.

#### 11.4.8 Student Evaluation of Performance

- 11.4.8.1 Classroom student evaluations shall be administered electronically at the request of the NFEC Chair or his/her designee using Evaluation Kit via the district LMS, Canvas. Evaluations will include standardized instructions for students.

For student evaluations of a particular course to be included in the evaluation, the response rate for at least one question on the student evaluation must be at least 60%. If this threshold is not met in a face-to-face course by the beginning of week 10, the NFEC Chair or designee will administer the F-3 survey during a face-to-face class meeting. This will typically be completed by the end of week 11.

- 11.4.8.2 Student evaluations of classroom faculty shall be administered to all classes of the evaluatee using F-3, which will be entered into Evaluation Kit.

- 11.4.8.3 For non-teaching faculty, a minimum of 30 student evaluations shall be administered either electronically or on paper. Student evaluations administered on paper shall be maintained in a sealed envelope and shall be submitted to the appropriate office for tally. A student evaluation summary will be submitted to the NFEC Chair.

#### 11.4.9 Non-Tenure Track Full-Time Temporary Faculty Evaluation Process Timeline.

- 11.4.9.1 A new non-tenure track full-time temporary faculty member will be evaluated in his or her first semester of employment as a non-tenure track full-time temporary faculty member with the District (excluding summer and winter intersessions) by the NFEC. Thereafter, the non-tenure track full-time temporary faculty member will be evaluated every 6th semester under contract with the District in a teaching assignment or the equivalent in hourly employment in a non-teaching assignment or as requested by the current NFEC. The NFEC assesses all aspects of the non-tenure track full-time temporary faculty member's job performance. The NFEC will submit its report and reemployment recommendation to the CIO or designee. Recommendations are limited to the following:

- Satisfactory, recommend rehire with evaluation at the next regular interval.
- Needs improvement, recommend rehire with evaluation at the next regular interval.
- Needs improvement, recommend rehire with evaluation in two semesters.

*(recommendations continued on next page)*

- Needs improvement, recommend rehire with evaluation in the next assigned semester.
- Unsatisfactory, recommend non-rehire.

These recommendations shall be based on peer evaluations (AF-2), student evaluations (F-3), CIO or designee's evaluations (AF-2), self-evaluations (AF-4), and past evaluations (AF-5), supplemental distance education teaching evaluation form (F-2DE) is to be completed and attached to Schedule AF-2 if the faculty teaching load includes distance education. All temporary, full-time, non-tenure track faculty evaluation documents shall be filed with the Human Resources Office and placed in the temporary, full-time, non-tenure track faculty member's personnel file.

#### 11.4.9.2 Weeks 1-4

11.4.9.2.1 The CIO or designee notifies evaluatee that he/she is due for evaluation, indicates his/her full-time faculty member selection for the NFEC (if any), and requests the evaluatee indicate an additional full-time faculty selection for the NFEC (if any).

11.4.9.2.2 The evaluatee submits to the NFEC chair the name of a full-time, tenured faculty member selected for the NFEC (if any).

#### 11.4.9.3 Weeks 4 – 7

11.4.9.3.1 The NFEC chair convenes a meeting of the NFEC and the evaluatee to review the process timelines, review evaluation instruments and criteria, and schedule worksite or classroom observations. In lieu of a face-to-face meeting, the NFEC can accomplish the tasks of this meeting via teleconference or email if the evaluatee agrees. All NFEC members sign a copy of the Faculty Evaluation Form 1 (Confidentiality Agreement).

11.4.9.3.2 The evaluatee's Professional Activity Inventory (F-4B) is completed and submitted to the NFEC chair.

#### 11.4.9.4 Weeks 7 – 12

11.4.9.4.1 NFEC members perform classroom/site observations. Professional responsibilities evaluation begins.

11.4.9.4.2 Student evaluations are conducted and student evaluation summary reports are sent to the NFEC chair who then



distributes the reports to all members of the NFEC and evaluatee.

11.4.9.4.3 Electronic student surveys will open in Week 8 and will stay open for at least 10 calendar days. Surveys will stay open longer if the 60% participation threshold has not been met. The chair of the NFEC will check to ensure threshold has been met.

11.4.9.4.4 In week 10, the NFEC chair will generate a summary report and send to all NFEC members and evaluatee. If the 60% response threshold has not been met in a face-to-face course by the beginning of week 10, the NFEC Chair or designee will administer the Form 3A survey during a face-to-face class meeting. This will typically be completed by the end of week 11.

11.4.9.4.5 Any member of the NFEC may request supporting documentation from the evaluatee in order to prepare for their worksite observation.

#### 11.4.9.5 Weeks 12 – 14

11.4.9.5.1 The NFEC meets without the evaluatee to evaluate the evaluatee's performance in all areas. The evaluatee or the NFEC may request additional input; this additional input shall be limited to another peer classroom visitation, further discussion with the evaluatee, and/or the request for additional records/documents.

11.4.9.5.2 The NFEC will meet without the evaluatee to decide if the evaluatee has met the evaluation criteria and, if appropriate, to recommend a specific course of action to help the evaluatee improve his/her performance. The NFEC will create a draft evaluation summary and recommendation using F-5B.

11.4.9.5.3 The NFEC will meet with the evaluatee to share its findings and recommendations, if any.

11.4.9.5.4 The evaluatee may submit to the NFEC chair within 10 work days of the NFEC meeting with the evaluatee, a written response to the NFEC's findings and recommendations.

#### 11.4.9.6 Weeks 14 – 16

11.4.9.6.1 The NFEC will use Form F-5B to record its findings, its recommendations (if any), and its reemployment recommendation. The NFEC chair will submit the completed F-5B along with the candidate's Professional Activity Inventory (F-4B) and any written response to the evaluation by the evaluatee to the Office of Human Resources.

11.4.9.6.2 All documents related to the evaluation will be stored in the temporary, full-time, non-tenure track faculty member's personnel file housed in the Office of Human Resources.

#### 11.4.10 Consideration of Input from Outside of the Formal Evaluation Process

11.4.10.1 The NFEC will consider only complaints and commendations that have been thoroughly documented and substantiated through written and signed instruments.

11.4.10.2 All written complaints will be investigated and substantiated by the entire NFEC or, if the TFEC members agree, by the NFEC chair. Unsubstantiated, unwarranted, and inappropriate complaints and concerns will be disregarded.

11.4.10.3 The temporary, full-time, non-tenure track faculty member being evaluated has the right to be informed of and to respond to any and all input which the committee is weighing as part of the evaluation process.

11.4.10.4 Complaints and all other evaluation materials will be kept confidential among the TFEC except as required by law. All documentation associated with any substantiated complaint will be included with the evaluation materials in the faculty member's personnel file.

#### 11.4.11 Documentation of Process.

To properly document the evaluation process, the following standardized District forms should be used:

11.4.11.1 Faculty Evaluation Form 1 (F-1): Confidentiality Agreement

11.4.11.2 Faculty Evaluation Form 2B (F-2B): Tenured, Associate, and Non Tenure-Track Full Time Temporary Faculty Evaluation form

- 11.4.11.3 Faculty Evaluation Form 3A, B, C or D: Student Evaluation of Evaluatee Effectiveness
- 11.4.11.4 Faculty Evaluation Form 4B (F-4B): Professional Activities Inventory
- 11.4.11.5 Faculty Evaluation Form 5B (F-5B): Evaluation Conference Report for Tenured, Associate, and Non Tenure-Track Full Time Temporary Faculty form
- 11.4.11.6 F-0: Faculty Professional Responsibilities Inventory

## **ARTICLE XII - INSTRUCTION ACTIVITIES BY ADMINISTRATORS**

- 12.1 Administrators may occasionally teach a course or courses, provided the administrator meets minimum qualifications for teaching in that discipline and the assignment is approved by the Vice President, Academic Affairs or designee as assigned by the President/Superintendent after consideration of the recommendation of the faculty within that division.
- 12.2 Transfer of administrative personnel into teaching positions: CRFO and the District agree that administrators who meet minimum qualifications in the discipline may be assigned to classroom instructional positions in the pertinent discipline when there is a partial or full load available in the form of an existing or planned overload for a faculty member or in the form of courses assigned to an associate faculty member in that discipline.
- 12.2.1 Administrators hired after June 30, 1990, who did not have faculty tenure in this District at the time of hire, may be reassigned to a first-year probationary position.
- 12.2.2 Administrators hired before June 30, 1990, have earned tenure in the District and have both seniority and bumping rights.
- 12.3 The initial salary placement for an individual transferring under the provisions of this article will be consistent with District practices for academic employees. Redwoods Community College District experience as an administrator will be credited one step for each year of experience. Thereafter, the salary advancement would be in accordance with regular practice. This salary placement has no effect on seniority or bumping rights.

### **ARTICLE XIII - FACULTY SERVICE AREAS AND REDUCTION IN FORCE**

- 13.1 A Faculty Service Area (FSA) is a service or instructional subject area or group of related services or instructional subject areas performed by faculty. The function of FSAs is to provide a rational and workable framework within which seniority and bumping rights can be exercised by faculty when a reduction in force, or layoff, is being effected.
- 13.2 The Board shall notify CRFO before implementing any reduction in force. "Reduction in force" means termination or reduction of the employment of any faculty member because of a reduction or discontinuation of a particular kind of service or a decline in enrollment pursuant to Education Code Sections 87743, 87744, 87745, and 87746.
- 13.3 On or before February 1, the Board shall provide CRFO with the reasons the Board believes a reduction in force is necessary and a list of potentially affected programs based on then available information. This provision shall not be grievable nor shall it invalidate the reduction in force.
- 13.4 Before the initiation of any formal reduction in force proceedings as described below in Section 13.6, an appropriate administrator shall meet with the faculty member whose program is subject to reduction or discontinuation. The purpose of this meeting shall be to discuss alternatives listed as part of this section. The faculty member shall have the right to be accompanied by a CRFO representative. Subsequent to this meeting, the Board shall assign the faculty member who would otherwise be subject to layoff to one or more of the following if, in the judgment of the Board, any of them are available and appropriate:
- 13.4.1 Transfer or reassignment under provision of Article 10
  - 13.4.2 Multi-campus assignment
  - 13.4.3 Saturday, day-evening, on-line, or other non-traditional assignments
  - 13.4.4 Other duties beneficial to the District as determined by the Board
- 13.5 In addition, to avoid layoffs the Board may, in consultation with CRFO, offer to any faculty members who agree to do so, voluntary reduction in contract and/or transfer or reassignment under Article 10.
- 13.6 Formal reduction in force proceedings shall commence with Board action at a regularly scheduled Board meeting within the thirty day period immediately preceding March 15th. Faculty members subject to layoff in the event of a reduction in force shall be notified by the Board in accordance with the Education Code.
- 13.6.1 At the commencement of probationary employment with the District a faculty member shall be assigned to an appropriate Faculty Service Area(s) (FSA) for

which he or she qualifies by the terms of employment. After initial employment, a faculty member who is eligible for additional FSAs shall declare and provide proof of such eligibility in accordance with sections 13.9 and 13.10.

- 13.6.2 In the event of a reduction in force, faculty members in an FSA shall be subject to layoff in the inverse order of their seniority.
- 13.6.3 Seniority shall be determined by the first date of paid employment as a probationary faculty member of the District.
- 13.6.3.1 The seniority date for a faculty member initially hired as an academic administrator prior to June 30, 1990 shall be the first date of his or her paid employment in the District in a probationary position.
- 13.6.3.2 For probationary faculty who share the same first date of paid employment, a lottery will be held to determine their ranking on the seniority list.
- 13.7 In the event of reduction in force proceedings, tenured and/or probationary faculty members shall be assigned in such a manner that they shall be retained to render service in any FSA in which the faculty member is both qualified and competent. In order to be retained to render service in an FSA during a reduction in force, the faculty member must both:
- 1) Meet state minimum qualifications adopted by the State Board of Governors as prescribed in Title 5 or possess a valid credential in the appropriate discipline, and
  - 2) Be competent in the applicable faculty service area as set forth in the competency criteria in Section 13.7.1 below.
- 13.7.1 For the purposes of this article only, a faculty member shall be considered to be competent to serve in a FSA if he or she fulfills at least the following:
- 13.7.1.1 Has had previous satisfactory District employment in the FSA for at least two semesters within the previous 10 semester as part of their regular faculty load.
- 13.8 The District Human Resources office shall maintain a list of the faculty service areas and the faculty members who are competent in each FSA. A copy of the current list shall be available in each division office, the Academic Affairs office and CRFO. Changes to the designation of faculty service areas may be made through the negotiations process.
- 13.9 Each faculty member's official personnel file shall reflect the Faculty Service Area(s) for which the faculty member is competent. Upon attaining competence in additional FSA(s) in accordance with the provision of section 13.7.1 of this article, the faculty member may submit an application (Schedule G – Application form for Additional FSAs) to the Director, Human Resources. Upon approval of the information provided in the application, Human Resources will add the FSA to the faculty member's file and update the Faculty Seniority List.

- 13.9.1 In the event a dispute arises from an allegation that a faculty member has been improperly denied a FSA, the faculty member may request a meeting with CRFO and Human Resources in an attempt to resolve the dispute.
- 13.10 It shall be the responsibility of the individual faculty member to furnish any necessary valid credential or credentials to establish the necessary minimum qualifications in the appropriate discipline, to establish competency in the applicable FSA in accordance with the terms of Subsection 13.7.1 and its subsections, and to provide all necessary information to the Director, Human Resources or designee on or before February 15th of the year during which reduction in force proceedings are commenced.
- 13.11 The Board shall furnish to CRFO copies of all notifications of termination because of reduction in force.
- 13.12 A faculty member who has been notified that his or her employment may be reduced or terminated because of a reduction in force may either:
- 13.12.1 Initiate the grievance procedure under provision of Article 9 if the member believes that the Board has violated, misapplied, or misinterpreted the specific provisions of this article (in which case the grievance shall be the exclusive means of reviewing the reduction or termination of employment); or
- 13.12.2 Request a hearing under Education Code Section 87740 (in which case the hearing shall be the exclusive means of reviewing the reduction or termination of employment).
- If the faculty member elects to file a grievance, the decision that results from that grievance shall be final and the employee may not request a hearing under Education Code Section 87740. If the faculty member elects instead to request a hearing under Education Code Section 87740, the decision that results from the hearing shall be final (unless appealed to the Superior Court), and the employee may not allege a violation misapplication, or misinterpretation of this article by filing a grievance under Article 9.
- 13.13 A faculty member who has been laid off because of reduction in force shall be provided three (3) months (June, July, and August) of paid benefits following layoff and subsequently may continue to receive medical, dental, and vision care benefits in accordance with COBRA rights.
- 13.14 The District shall follow Education Code requirements related to rehire provisions for faculty employees laid off by a reduction in force.

#### **ARTICLE XIV - PERSONNEL FILE**

- 14.1 For each employee, there shall be one official personnel file maintained at the District's Human Resources Office.
- 14.2 Official personnel files shall be stored and maintained in a manner that ensures confidentiality. Such files are available for review only to authorized District personnel and other persons having a legal right to review.
- 14.3 Employees may inspect their personnel file upon request. An employee may, in writing, authorize a representative to have access to and to review the employee's official personnel file. All reviews shall be done in the presence of a management employee or designee to ensure confidentiality and security of the file.
- 14.4 Material may only be placed in an employee's personnel file by the employee's Vice President, the President/Superintendent, or the Human Resources Director. Information of a derogatory nature shall not be placed in a personnel file unless and until the employee is given written notice, furnished a copy of the material, and given ten working days to review and respond in writing and have that response included in the file.
- 14.5 Any material placed in an employee's file shall be identified as to its source or originator and its date of receipt by the District. No anonymous material shall become a part of an employee's personnel file.



## **ARTICLE XV - FACULTY AND ASSOCIATE FACULTY SCHEDULING**

### 15.1 Definitions:

15.1.1 Course Rotation Plan: 2-year course rotation plan by location and modality.

15.1.2 Schedule of Course Offerings: Yearly plan that includes location, modality, day, and time.

15.1.3 Faculty Assignment: will be a 2-semester assignment of courses including instructor's name, location, modality, day and time.

15.1.4 Associate Faculty Assignment: a one or two semester assignment offer that includes instructor's name, location, modality, day and time.

### 15.2 Usual timeline for course rotation plan review and development of the next year's (fall and spring semesters) schedule of course offerings:

15.2.1 During the first 4 weeks of the fall semester deans and directors, in consultation with faculty, will review and revise their course rotation plan.

The administrator determines how the consultation will take place – typical options include via email, teleconference, face-to-face, or at a scheduled discipline meeting.

15.2.2 Between weeks 4 and 8, after deans and directors and faculty have reviewed and revised the schedule of offering for the next academic year, deans and directors will submit to the scheduling specialist revised schedules of course offering for the next academic year.

15.2.3 For disciplines that have unusually complex scheduling needs (for example, the high-level course scheduling coordination required among the math, nursing, bio, physics, and chemistry disciplines) the District may initiate a stipend through the SARTCo process to compensate faculty needed to assist in schedule development. This work will be compensated at \$40/hour.

### 15.3 Full-time faculty assignment process:

15.3.1 Usually by the end of the third week of the spring semester, deans and directors will send a discipline schedule of course offerings to full-time faculty. Full-time faculty will have ten (10) business days to submit to their deans or directors their course assignment requests for the following academic year.

15.3.1.1 Full-time faculty will have right of first refusal to overload up 18 TLUs for the academic year.

- 15.3.1.1.1 If there is a greater number of faculty interested in teaching overload than courses scheduled, the most senior faculty will be offered one course, and then the next senior faculty will be offered one course etc.
- 15.3.1.1.2 The District can provide an exception to the maximum TLU overload with approval of the CIO/CSSO.
- 15.3.1.2 The dean or director will reconcile conflicts in assignment and load requests.
- 15.3.2 Usually by the end of the 6<sup>th</sup> week of the spring semester, the deans and directors will send draft Faculty Assignments to full-time faculty.
  - 15.3.2.1 Full-time faculty will have five business days to respond to the draft Faculty Assignment and request to meet with the appropriate dean or director to discuss possible changes. The decision of the dean or director shall be final.
  - 15.3.2.2 No further faculty response constitutes acceptance of the Faculty Assignment.
- 15.4 Associate Faculty
  - 15.4.1 To be considered for course assignment, associate faculty must annually complete the online Associate Faculty Availability Form.
    - 15.4.1.1 By the end of the second week of spring semester of every academic year, a link to the online Associate Faculty Availability Form will be sent via District email to all associate faculty members with instructions for its completion.
    - 15.4.1.2 To ensure an associate faculty member's assignment preferences will be considered, the Associate Faculty Availability Form must be submitted by the associate faculty member by the end of the 5<sup>th</sup> week of spring semester. The District will send an email reminder to all associate faculty at the end of the 4<sup>th</sup> week of the spring semester.
    - 15.4.1.3 In the event that an associate faculty member fails to submit the Associate Faculty Availability Form by the end of the 5<sup>th</sup> week of the spring semester, the deans, directors, and CIO will be at liberty to fill staffing vacancies using another instructor.
  - 15.4.2 One Year Associate Faculty Assignment.

- 15.4.2.1 After the fulfillment of a teaching or non-teaching assignment for six semesters out of the last 10 semesters, an associate faculty member is eligible for a one-year Associate Faculty Assignment that is equal to or greater than the number of TLUs offered the previous spring and fall semesters not to exceed 67% in the course of any academic year. Availability of load is contingent on the District meeting its obligation to full-time faculty load, funding, availability of courses, and timely submission of online Associate Faculty Availability Form.
- 15.4.2.2 Load commitment is not specific to day, time, modality or course. Associate faculty will not lose their eligibility if load is unavailable.
- 15.4.2.3 The Human Resources office shall maintain a current seniority list of associate faculty based on total TLUs taught or equivalent in hourly employment in a non-teaching assignment. Each division shall be provided an updated seniority list each year by January 15. Seniority list will be calculated beginning with the Fall 2007 semester.
- 15.4.3 Associate Faculty Rehire Rights: When there is need for additional faculty service in a subject area beyond that provided by tenured or contract employees, preference shall be given according to the following priority order:
  - 15.4.3.1 Priority One – Full-Time Faculty Overload (as per Art. X.3.1.1)
 

Assignments are made at Priority One to full-time faculty overload following the assignment of tenured and contract faculty regular load. Assignments are made as per Article X.3.1.1 and are contingent on the availability of classes, service hours, funding, and enrollment.
  - 15.4.3.2 Priority Two – Associate Faculty Who Have Completed Six out of Ten Semesters
    - 15.4.3.2.1 Following the assignment of tenured and contract faculty regular load and the assignment of faculty at Priority One, assignments are made at Priority Two to associate faculty who have completed six (6) of the last ten (10) semesters. Assignments are contingent on the availability of classes, service hours, funding, and enrollment.
    - 15.4.3.2.2 Tie-breaker criteria
 

In determining the assignment of faculty within Priority Two, the District shall consider the following criteria in the following order as a tie-breaker: (a) placement on seniority list; (b) recent and previous teaching experience in the subject area of the class or experience in the service area,

including the number of classes taught at the District; (c) comparative quality of teaching or service performance as documented by evaluations; (d) educational preparation, and specialization, and recency in discipline.

#### 15.4.3.2.3 Maintenance of Priority Two Rehire Preference

An associate faculty member whose last evaluation was “unsatisfactory” or whose last two evaluations were “needs improvement” under Article 11.3 is no longer eligible for a Priority Two Rehire Preference until such a time that he or she receives a “satisfactory” evaluation.

#### 15.4.3.3 Priority Three – Associate Faculty Who Have Completed Less Than Six out of Ten Semesters and other candidates without Rehire rights.

Following the assignment of tenured and contract faculty regular load and the assignment of regular and associate faculty at Priority One and Two, assignments are made at Priority Three to associate faculty who have completed less than six (6) out of ten (10) semesters, new associate faculty hires, and regular faculty overload beyond that provided by Priority One. Assignments are contingent on the availability of classes, service hours, funding, and enrollment.

15.4.4 Usually by the end of the 9<sup>th</sup> week of the spring semester, the deans and directors will send Associate Faculty Assignment offers to associate faculty. Associate faculty will have seven business days to respond to the Associate Faculty Assignment offer.

If an associate faculty member fails to respond to the assignment offered by the dean or director within seven business days, the dean, director, or CIO will be at liberty to fill staffing vacancies using another instructor.

15.4.5 If an associate faculty member has a class that is cancelled, the cancellation will not give that associate faculty member a right to automatically “bump” a currently employed less senior associate faculty member from an already assigned class.

If a class is cancelled, a reasonable effort will be made to provide a class for the associate faculty member depending upon the needs of the District.

### 15.5 Summer Class Assignments

Summer class assignment offers will be included in the fall /spring associate faculty and faculty assignment processes and shall be assigned in the following order:

15.5.1 Full-time faculty will have right to be initially assigned the greater of either (1) up to nine (9) TLUs or two (2) two courses). The assignments shall be offered in order of seniority.

15.5.2 Associate faculty who have taught 6 semesters of the last 10 will be offered remaining available classes. An associate faculty member whose last evaluation was “unsatisfactory” or whose last two evaluations were “needs improvement” under Article 11.3 is not eligible for summer class assignment.

15.5.3 Associate faculty who have taught fewer than 6 semesters of the last 10 and whose last evaluation was satisfactory, will be offered remaining available classes.

15.5.4 Any remaining classes will be re-offered to full-time faculty.

15.5.5 Any remaining classes not assigned will be offered to new associate faculty.

#### 15.6 Assignment of Online Sections

Faculty and associate faculty who develop a course for online delivery will have “first right of refusal” to teach the course the second and third semester it is offered online.

## **ARTICLE XVI - COMPLETION OF MEETING AND NEGOTIATING**

- 16.1 This agreement shall constitute the full and complete agreement between both parties and may be modified only through the voluntary, mutual consent of the parties in a written and signed memorandum of understanding or amendment to this agreement.
- 16.2 The District and CRFO agree to continue discussions on the Distance Education Evaluation Procedure.
- 16.3 The District and CRFO agree that each party may annually request to reopen on any three articles of choice during 2017-2018 and 2018-2019, of which only two may relate to economic issues, as well as any other articles mutually agreed upon.
- 16.4 The District and CRFO agree to initiate a Workload Compensation Research Project to investigate alternatives to the TLU load metric; to analyze variable lab compensation rates; and to clarify the workloads of learning disability specialists, librarians, and coaches. This research project will include District, CRFO, and Academic Senate representatives. Research project will begin by September 1, 2017 and will conclude by June 30, 2018.

**ARTICLE XVII - TERM**

17.1 The term of the agreement shall be from July 1, 2016, through June 30, 2019.

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Sally Biggin, President, Board of Trustees

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Dr. Keith Snow-Flamer, District President/Superintendent

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Mike Haley, CRFO President

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John Johnston, CRFO Chief Negotiator

**SCHEDULE A 2017-2018 - FACULTY SALARY SCHEDULE**

EFFECTIVE JULY 1, 2017  
(Article III, Section 3.11.1.5)

Step	CLASS			
	I BA	II MA	III MA/BA + 50	IV MA/BA + 70
1	47,421	50,266	53,283	56,479
2	49,318	52,276	55,414	58,739
3	51,291	54,367	57,630	61,087
4	53,342	56,543	59,935	63,532
5	55,476	58,804	62,332	66,073
6	57,695	61,157	64,826	68,715
7	60,003	63,603	67,419	71,464
8	62,403	66,147	70,116	74,323
9	64,900	68,793	72,921	77,297
10	67,494	71,545	75,838	80,387
11	70,194	74,406	78,870	83,603
12	73,002	77,383	82,025	86,947
13	75,924	80,478	85,308	90,424
14	78,960	83,697	88,719	94,042
15	82,118	87,045	92,268	97,803
16			94,113	99,760
17			95,994	101,755
18			97,915	103,790
19				105,866
20				107,983
21				110,142

Note: Faculty with an earned doctorate degree from an accredited school in the appropriate field will receive \$1,500 above his/her annual salary as developed by placement on the above schedule.

Placement for initial employment is limited to Step 5.



**SCHEDULE B 2017-2018- SEMESTER-BASED ASSOCIATE FACULTY SALARY**  
**SCHEDULE**  
EFFECTIVE JULY 1, 2017  
(Article III, Section 3.11.2.1)

CLASS					
Step	0 < Class I	I BA + 8 years	II MA	III MA/BA + 50	IV MA/BA + 70
1	676	717	760	805	853
2	703	745	790	837	888
3	731	775	822	871	923
4	760	806	854	906	960
5	791	838	889	942	998
6	823	872	924	980	1,038
7	856	907	961	1,019	1,080
8	890	943	1,000	1,060	1,123
9	925	981	1,040	1,102	1,168
10	962	1,020	1,081	1,146	1,215

Associate faculty will be placed on the bargaining unit member salary schedule and advanced one Step on the schedule for each 45 teaching load units of service to a maximum of Step 10.

Fee-based, non-FTE-generating classes and noncredit contract classes are excluded from this schedule.

## SCHEDULE C - STIPENDS

### Coaching (Article III, Section 3.13.5)

For work performed beyond normal faculty assignments, coaches will be paid stipends. Responsibilities will include supervision of athletic contests and athletes and activities on weekends and holidays. Coaches will not be additionally compensated for travel time.

Stipends will be paid the month after the specific athletic season concludes and after the appropriate supervising administrator has certified that the faculty/associate faculty member has completed the required activities.

Stipends are set at the following amounts for coaching preseason, regular season, and applicable postseason activities, which may include weekends and holidays:

Stipend	2013-14
Baseball	\$ 3,772.04
Basketball	\$ 4,279.66
Cross-Country	\$ 1,450.33
Football	\$ 2,683.11
Soccer*	\$ 1,886.62
Softball	\$ 3,772.04
Track	\$ 1,886.62
Volleyball	\$ 1,886.62
Trainer**	\$ 5,367.41
**Trainer is not a Certificated position. It is paid as a Classified PRME	

These stipends will be adjusted by the same percentage as faculty/associate faculty salaries when salary changes are negotiated.

### Special Assignments

For special assignments, faculty members or associate faculty members may receive stipends in addition to their salaries as stipulated in Article III, Section 3.13.5.

**SCHEDULE D - INTENT TO PARTICIPATE IN THE ASSOCIATE FACULTY PAID OFFICE HOUR PROGRAM**

See Article 3.14.1 for additional information about the Associate Faculty Paid Office Hour Program

\_\_\_\_\_  
First and Last Name (Print)

**Step 1: Intention to Participate & Enrollment in the Program**

I hereby certify that I understand the terms and conditions of the Paid Office Hours Program outlined in Article 3.14.1.

Associate faculty with on-campus assignments: I will maintain office hours at the time/place specified below.

Location \_\_\_\_\_ Day(s) \_\_\_\_\_ Time(s) \_\_\_\_\_

Distance learning/online associate faculty: I will provide student consultation through the method(s) specified below.

Physical presence office hours: Location \_\_\_\_\_ Day(s) \_\_\_\_\_ Time(s) \_\_\_\_\_

Online synchronous office hours: Day(s) \_\_\_\_\_ Time(s) \_\_\_\_\_

Instant messaging or equivalent means

Instructor-student communication forums (bulletins, chat room, etc.) built into course shell.

Telephone contact.

**Procedures and Timelines:**

1. Complete and return this form to your division dean or other appropriate administrator by the first day of the second week of your assignment to ensure mutual agreement and prompt payroll processing.
2. Make a copy of the completed form for your records.
3. If necessary, your dean or appropriate administrators will contact you to discuss your office hour/student consultation plan.
4. Note that if your class is cancelled, you may not be eligible to participate in the program.

I have read, understand and agree to the terms, conditions, and provisions of the program as outlined in Article 3.14.1.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**Step 2: Verification of Eligibility and Authorization for Payment**

I hereby certify that the above associate faculty member qualifies for the Paid Office Hours Program and authorize payment.

\_\_\_\_\_  
District Administrative Representative

\_\_\_\_\_  
Date

**SCHEDULE E**  
**Associate Faculty Office Hour Activity Form**

Submission deadline to receive payment is Friday after end of the semester

Name:		Date:	
Campus Location:	<input type="checkbox"/> Eureka <input type="checkbox"/> Del Norte <input type="checkbox"/> Klamath-Trinity <input type="checkbox"/> Distance Education		
Division:		Discipline:	
Office Location:			

Week	Date	Time(s)	Office Hours Provided			
			30 min	60 min	90 min	120 min
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
			Total Hours for Semester			

**SCHEDULE F- FULL-TIME FACULTY PROFESSIONAL RESPONSIBILITIES**  
**ANNUAL INVENTORY**

*To be completed by Probationary Tenure-Track Faculty, Tenured Faculty, and Non-Tenure Track Full-Time Temporary Faculty, each year of employment.*

According to California law (AB 1725), full-time faculty have responsibilities beyond teaching courses. All full-time faculty members should share in the privilege and responsibility of shared governance of the College. The purpose of this annual report is to give full-time faculty an opportunity to inventory their efforts in this regard.

**Name:** \_\_\_\_\_ **Academic Year:** \_\_\_\_\_

**Discipline:** \_\_\_\_\_

**Status:**       Full-Time Tenured                                       Full-Time Probationary Tenure-Track  
 Full-Time Temporary/Non-Tenure Track

Document how you will fulfill your additional faculty responsibilities as established in Article 3.71.3 by checking the appropriate boxes below. Submit your completed F-0 to your dean or director by the end of the fourth week of each fall term:

**Faculty Leadership**

- |  |  |
|--|--|
| <input type="checkbox"/> Academic Senate Co-president*         | <input type="checkbox"/> CRFO President*                   |
| <input type="checkbox"/> Associate Faculty Chair               | <input type="checkbox"/> Curriculum Chair                  |
| <input type="checkbox"/> Faculty Development Chair             | <input type="checkbox"/> Faculty Qualifications Chair      |
| <input type="checkbox"/> New Faculty Mentoring Director        | <input type="checkbox"/> Senate Executive                  |
| <input type="checkbox"/> ASCR Club Advisor                     | <input type="checkbox"/> Program Director/Coordinator      |
| _____ (club name)  | <input type="checkbox"/> Multicultural and Diversity Chair |
| <input type="checkbox"/> Academic Standards and Policies Chair | <input type="checkbox"/> CRFO Vice-President*              |
| <input type="checkbox"/> Faculty Tenure Evaluation Committee   | <input type="checkbox"/> Chief Negotiator*                 |
| <input type="checkbox"/> Grievance Officer*                    | <input type="checkbox"/> Other:                            |
- 

**College Committee Service**

- |  |  |
|--|--|
| <input type="checkbox"/> Senate                            | <input type="checkbox"/> Academic Standards and Policy |
| <input type="checkbox"/> Curriculum                        | <input type="checkbox"/> Faculty Development           |
| <input type="checkbox"/> Budget Planning                   | <input type="checkbox"/> Faculty Qualifications        |
| <input type="checkbox"/> Technology Planning               | <input type="checkbox"/> CRFO Executive                |
| <input type="checkbox"/> Facilities Planning               | <input type="checkbox"/> Distance Education Planning   |
| <input type="checkbox"/> Basic Skills                      | <input type="checkbox"/> Education Master Planning     |
| <input type="checkbox"/> Emergency Preparedness and Safety | <input type="checkbox"/> Enrollment Management         |
| <input type="checkbox"/> Program Review                    | <input type="checkbox"/> Institutional Effectiveness   |
| <input type="checkbox"/> College Council                   | <input type="checkbox"/> Student Equity                |
| <input type="checkbox"/> Professional Development          | <input type="checkbox"/> Multicultural and Diversity   |
| <input type="checkbox"/> Assessment                        | <input type="checkbox"/> Other:                        |
- 

*\*This leadership role requires service on additional committees (for example, Senate/CRFO Liaison, Expanded Cabinet, Senate Executive, CRFO Executive, and SARTCO, among others).*



**SCHEDULE F-1 - FACULTY EVALUATION CONFIDENTIALITY AGREEMENT**

*To be completed by each evaluator on every Faculty Evaluation Committee, including the Probationary Tenure-Track Faculty Evaluation Committee (PFEC), Tenured Faculty Evaluation Committee (TFEC), Associate Faculty Evaluation Committee (AFEC), and Non-Tenured Full Time Temporary Faculty Evaluation Committee (NFEC).*

In order to protect the integrity of the faculty and associate faculty evaluations, all evaluation team members must accept their ethical and professional responsibilities related to the evaluation process.

By signing below you

1. Agree to comply with applicable state and federal laws and the terms of the DISTRICT/CRFO Collective Bargaining Agreement.
2. Affirm your commitment to maintain confidentiality of all evaluation materials and all discussions related to the evaluation.

Evaluatee Name: \_\_\_\_\_

Evaluation Committee Member Name: \_\_\_\_\_

Evaluation Committee Member Signature: \_\_\_\_\_

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

**SCHEDULE F-2A - PROBATIONARY TENURE-TRACK FACULTY EVALUATION FORM**

*To be completed by each evaluator on the Probationary Tenure-Track Faculty Evaluation Committee (PFEC).*

Name of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_  Faculty  Administrator

**Instructions:** Please describe, in some detail, the faculty member’s performance in the areas listed below. Within each evaluation category, please refer to the cited section of the contract for additional guidance. In addition to your descriptive summary, include your analysis of any accomplishments, strengths, limitations/weaknesses , or areas of concern.

1. Student Engagement as defined in Article 11.1.2.1.
  
2. Classroom assignment as defined in Article 11.1.2.2.
  
3. Non-Classroom assignment (librarians, counselors, learning disability specialist and special assignments) as defined in Article 11.1.2.3.
  
4. Professional responsibilities as defined in Article 11.1.2.4.

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Evaluatee Faculty Signature

\_\_\_\_\_  
Date



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

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

Name of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_  Faculty  Administrator

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

	Satisfactory	Needs Improvement	Not Observed	Not Applicable	Comments (required for any item marked "Needs Improvement.")	
<b>INTERACTIVE TECHNIQUES</b>						
Encourages questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Listens attentively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Responds effectively to questions and comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Encourages relevant student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Encourages and guides critical thinking and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Displays flexibility and respect for the ideas of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>STUDENT RELATIONS</b>						
Class atmosphere reflects mutual respect and regard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Ascertains that students understand difficult ideas before moving on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Helpful when students have difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrates sensitivity to the needs and feelings of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrates effective classroom management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>PROFESSIONALISM AND PROFESSIONAL RESPONSIBILITIES</b>						
Knowledgeable of and abides by District policies, procedures, and proper communication channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrates professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Works in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Meets operational clerical requirements (e.g. census rosters and final grades are submitted on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>The following are not applicable to associate faculty:</b>						
Completely fulfills additional responsibilities of a faculty member as described in Article III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participates in SLO and PLO development and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participates in professional growth activities, such as workshops, seminars, conferences, publications,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>ADDITIONAL COMMENTS</b>						

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

## SCHEDULE F-2DE - SUPPLEMENTAL DISTANCE EDUCATION TEACHING EVALUATION FORM

This form is to be completed and attached to Schedule F-2 and AF-2 if part of a faculty or associate faculty member's load includes distance education.

Name of Faculty or Associate Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

Type of Evaluation:       Peer  
    Administrator

Category	Satisfactory	Needs Improvement	Not Applicable	Comments (comments are required for any item marked "needs improvement" or "not applicable")
The syllabus is well organized and comprehensive. In addition to standard CR information (e.g., DSPS, LRC), there should be information regarding student expectations, online etiquette, and instructor expectations to include a policy describing the frequency and timeliness of instructor initiated contact and instructor feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is sufficient content to adhere to the course outline of record. An online course must meet the same student learning outcomes as a FTF course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The course appears to follow accessibility guidelines as described in the online course proposal form. An accessible class will usually communicate information with text. Audio and video files should have text transcripts or captioning. Still graphics (such as photos, charts or graphs) should have a text alternative describing the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do students actively participate, and does the instructor appropriately participate, in discussion forums? There should be regular student-to-student discussions graded for quality. Grading criteria should be explicit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Students are provided information on how to contact the instructor by email, messages, discussion forum, or other methods. Students should have explicit methods for asking the instructor questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are regular announcements. Are there clear instructions for the week's assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The instructor provides timely feedback to the students' work. The Gradebook or equivalent should be updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are instructor-prepared materials (text-based, audio files, and/or video files) in addition to publisher-created materials. The instructor should contribute to what the student reads, hears, and/or watches rather than relying solely on published materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the instructor initiate regular contact with students? The instructor should initiate regular and substantive interaction with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\_\_\_\_\_  
 Evaluator Signature

\_\_\_\_\_  
 Date

*The signature below indicates this evaluation has been discussed with me, but it does not constitute agreement with the content of the evaluation. I understand that I may prepare a narrative statement to be attached to this document.*

\_\_\_\_\_  
 Faculty or Associate Faculty Signature

\_\_\_\_\_  
 Date

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

*To be completed by students during evaluations of teaching faculty.*

Name of Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Course Title: \_\_\_\_\_

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

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

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
<b>PLANNING</b>						
My instructor shows evidence of advanced preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always know the objectives for the class session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor provides clear and meaningful instruction and/or activities related to content and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMUNICATION</b>						
My instructor demonstrates effective written and oral communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor demonstrates patience, fairness, and promptness in evaluating my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INSTRUCTION</b>						
My instructor presents material/lessons in an organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor uses class time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor makes reasonable provisions for differences in ability, experience, physical disability, and cultural values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor is knowledgeable about the course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor encourages student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor demonstrates enthusiasm for subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The course materials (assignments, handouts, webpages, etc.) are clear and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INTERACTIVE TECHNIQUES</b>	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
My instructor encourages questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor listens attentively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor responds effectively to questions and comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor encourages relevant student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor encourages and guides critical thinking and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor displays flexibility and respect for the ideas of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STUDENT RELATIONS</b>						
The class atmosphere reflects mutual respect and regard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor makes sure that students understand difficult ideas before moving on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor is helpful when students have difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor demonstrates sensitivity to the needs and feelings of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor demonstrates effective classroom management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor generally meets the class on time and as scheduled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PROFESSIONALISM AND PROFESSIONAL RESPONSIBILITIES</b>						
My instructor demonstrates professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Please comment on the strengths and weaknesses of your instructor.</b>						

**SCHEDULE F-3B - STUDENT EVALUATION FORM FOR LIBRARIANS**

Librarian's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please do this evaluation anonymously. Your thoughtful responses to the items below will help the librarian improve. The results will be printed up and given to the librarian.

<b>COMMUNICATION</b>	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The librarian listened attentively to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian responded effectively to my questions and comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian communicated clearly and directly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian was easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INSTRUCTION and REFERENCE</b>						
The librarian helped me to define my information and research needs, asking appropriate questions when necessary to clarify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian seemed well-organized and prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian seemed knowledgeable about the library's resources and materials relating to my question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian seemed knowledgeable about other relevant resources outside the library, either on-campus or in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian explained concepts so that I could understand how to find information on my own later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian made sure that I understood difficult ideas before moving on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian encouraged me to think critically and evaluate resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian made sure that my question had been answered satisfactorily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<b>STUDENT RELATIONS</b>	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The librarian exhibited awareness of and sensitivity to my unique needs and background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian treated me with respect and courtesy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian asked questions to make sure I understood his/her explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian was friendly and created a warm, positive atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If necessary, the librarian demonstrated effective techniques for resolving problems between people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PROFESSIONALISM AND PROFESSIONAL RESPONSIBILITIES</b>						
My instructor demonstrates professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on the strengths and weaknesses of this librarian:						

**SCHEDULE F-3C - STUDENT EVALUATION FORM FOR COUNSELORS**

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
<b>PLANNING AND COMMUNICATION</b>						
My counselor shows evidence of planning for my appointment (applicable only if you had a scheduled appointment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor demonstrates effective written and oral communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor seems to understand and be interested in my questions and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COUNSELING AND ADVISING</b>						
My counselor provides me with a better understanding of my educational goals and how to obtain them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor presents information in an organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor is knowledgeable of the course, degree, certificate, or transfer program requirements relevant to my educational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor demonstrates enthusiasm for and interest in my success as a student.						
My counselor uses time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials and resources (e.g. handouts, webpages, etc.) my counselor provides are clear and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor makes reasonable provisions for differences in ability, experience, physical disability, and cultural values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor is informative and able to answer my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My counselor provides me with information about other available student support services, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



**SCHEDULE F-3D - STUDENT EVALUATION FORM FOR LEAD LEARNING  
DISABILITY SPECIALISTS**

Name of Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
Course Title: \_\_\_\_\_

Your thoughtful responses to the following items will help your instructor improve his/her teaching and this course. This evaluation should be done anonymously. Your written responses will be typed and given to the instructor. Thank you for your cooperation.

**PART 1:** With respect to your experience in this instructor's classroom, lab, and/or faculty office, please comment on his/her strengths and/or areas that could be improved.

**PART 2:** Choose the answer that best describes your response to the following statements. If an item is not applicable to a particular course, subject, or instructor, choose F.

**A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree F. No opinion**

- |   |             |
|---|-------------|
| 1. I understand the instructor's explanations.  | A B C D E F |
| 2. Instructor respects and listens to student's needs and concerns.                                       | A B C D E F |
| 3. Instructor is available to speak with students.  | A B C D E F |
| 4. Instructor is typically on time for appointments.  | A B C D E F |
| 5. I understand what is expected of me in this class.   | A B C D E F |
| 6. Instructor provides an effective learning environment.   | A B C D E F |
| 7. Instructor helps me understand my learning differences and suggests ways to assist me in my education. | A B C D E F |
| 8. Overall, I think the instructor is effective.  | A B C D E F |

## **SCHEDULE F-4A - SELF-EVALUATION AND PROFESSIONAL DEVELOPMENT INVENTORY**

*To be completed by Probationary Tenure-Track Faculty during each evaluation throughout the tenure process, EXCEPT for the first evaluation.*

Name of Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

The purpose of this document is to provide probationary tenure-track faculty with an opportunity to reflect upon their effectiveness in their assignment and their contributions to the institutional mission. Answer all questions in reference to the period of time since your last formal evaluation. This form will be completed in all stages of a faculty member's tenure-track sequence, except in the semester of your initial evaluation.

### **Primary Teaching/Non-teaching Assignment**

1. Provide an inventory of your activities performed since your last evaluation, including:
  - a. Classes taught/primary assignment description
  - b. Committee service
  - c. Assessment activities
  - d. Curriculum updated or developed
  - e. Other

### **Professional Development and Outreach**

2. Describe any professional development activities you have completed since your last evaluation cycle. Explain how these activities contribute to your development as a college professor.
3. Describe any recent contributions to your discipline, including research, presentations, publications, and/or exhibitions.

### **Pedagogy**

4. Describe any innovations or changes in pedagogy you have attempted since your last evaluation.
5. How have you utilized CLO/PLO/ILO assessment results to inform your teaching? What specific changes have you made in your classroom as a result of assessment activities?

### **Student Evaluations**

6. Reflect on what you have learned from the student evaluations performed since your last evaluation. What changes have you or will you make in your classroom as a result of these evaluations?

### **Collegiality and Professionalism**

7. Assess the state of collegiality and professionalism at CR in your department, division, and college. Then describe any efforts you have made to promote respectful relationships with peers, staff, administrators and/or students.

### **Plans, Goals, and Follow-through**

8. Describe your goals and plans related to your teaching or non-teaching assignment at the college.
9. Reflect on the goals and plans you described in your previous evaluation and report on the status of

those goals and plans.

10. Describe how you have addressed any recommendations made, if any, in your last evaluation.

**Summary**

11. Explain why you believe you are satisfactorily progressing as a probationary tenure-track faculty member and deserve to move to the next stage of the tenure process (Please limit your response to 500 words or less).

---

Signature of Evaluatee

---

Date

## SCHEDULE F-4B - PROFESSIONAL ACTIVITIES INVENTORY

*To be completed by Tenured and Non-Tenure Track Full-Time Temporary Faculty, during each evaluation.*

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

Use this form to document any relevant contributions to the discipline, college, and community since your last evaluation. Items should be bulleted or numbered.

1. Activities related to course, curriculum, or program development, maintenance, or improvement. Indicate academic semesters of activity.
  
2. Activities related to discipline, department, division, or college initiatives. Indicate academic semesters of activity.
  
3. Activities related to course, program, or institutional assessment and explain how assessment data informed your teaching. Indicate academic semesters of activity.
  
4. Activities related to participatory institutional governance. Include committee names, roles, and terms of service.
  
5. Activities related to accreditation. Include approximate dates.
  
6. Activities related to professional development. Include approximate dates.
  
7. Activities related to probationary tenure-track faculty hiring and evaluation. Include approximate dates.
  
8. Optional: Provide any additional reflection or information you want to share with your evaluation committee.

Faculty signature \_\_\_\_\_ date \_\_\_\_\_



**SCHEDULE F-4C - (OPTIONAL) ASSOCIATE FACULTY TEACHING & SELF-EVALUATION INVENTORY**

*OPTIONAL- May be completed by Associate Faculty, during each evaluation.*

Name of Associate Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

The purpose of this document is to provide associate faculty an opportunity to reflect upon and share with their AFEC their contributions to the discipline, college, and community. Completion of this form is entirely voluntary and not a required component of the evaluation process.

1. Describe any accomplishments related to your primary teaching or non-teaching assignment you would like to share with your AFEC.
2. Describe any contributions to your discipline, the college, or the community you would to share with your AFEC.
3. Describe any innovations or changes in pedagogy you have attempted that you would like to share with your AFEC.
4. Describe any professional development activities you have completed that you would like to share with your AFEC.
5. Describe any efforts you have made to promote respectful relationships with peers, staff, administrators, students.
6. Describe any challenges related to your work at the college that you would like to share with your AFEC.
7. Describe how you have addressed any recommendations made, if any, in your last evaluation.
8. Describe any goals related to your teaching or non-teaching assignment at the college that you would like to share with your AFEC.

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**SCHEDULE F-5A - EVALUATION CONFERENCE REPORT: PROBATIONARY  
TENURE-TRACK FACULTY**

*To be completed by the Probationary Faculty Evaluation Committee (PFEC).*

**Evaluatee:** \_\_\_\_\_ **Conference Date:** \_\_\_\_\_

**Tenured faculty** (selected by evaluatee): \_\_\_\_\_

**Tenured faculty** (appointed by Academic Senate): \_\_\_\_\_

**Tenured faculty** (appointed by Academic Senate): \_\_\_\_\_

**CIO or designated administrator:** \_\_\_\_\_

**Attach the following documents to this form:**

- F-1: Confidentiality Agreement(s)
- F-2: Faculty Evaluation form(s)
- F-4A: Self Evaluation
- Student Evaluation Summary Report(s)

**CONFERENCE SUMMARY**

1. Does evaluatee use assessment results to inform teaching and improve student learning?  Yes  No
2. Limitations/weaknesses and/or concerns noted at last evaluation:
  - a. Progress on plan to address recommendations noted at last evaluation:
3. Significant accomplishments since last evaluation:
4. Strengths noted during this evaluation:
5. Limitations/weaknesses noted during this evaluation:
6. Current areas of concern:
7. Specific plan to address limitations/weaknesses and/or concerns

**EVALUATION TEAM RECOMMENDATION**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<input type="checkbox"/> Evaluate during the next regular interval	<input type="checkbox"/> Evaluate during the next regular interval	<input type="checkbox"/> Evaluate during the next regular interval	<input type="checkbox"/> Grant tenure
<input type="checkbox"/> Evaluate during the next regular semester	<input type="checkbox"/> Evaluate during the next regular semester	<input type="checkbox"/> Evaluate during the next regular semester	<input type="checkbox"/> Contract nonrenewal
<input type="checkbox"/> Contract nonrenewal	<input type="checkbox"/> Contract nonrenewal		

**SIGNATURES**

\_\_\_\_\_  
**Tenured faculty** (selected by evaluatee)

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Tenured faculty** (appointed by Academic Senate):

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Tenured faculty** (appointed by Academic Senate):

\_\_\_\_\_  
Date

\_\_\_\_\_  
**CIO or designated administrator**

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Evaluatee

Response attached

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President, Instruction and Student Services or designee

\_\_\_\_\_  
Date

**SCHEDULE F-5B - EVALUATION CONFERENCE REPORT:**

**TENURED, ASSOCIATE, AND NON-TENURED FULL-TIME FACULTY**

*To be completed by the Tenured Faculty Evaluation Committee (TFEC), Associate Faculty Evaluation Committee (AFEC), and Non-Tenured Full Time Temporary Faculty Evaluation Committee (NFEC).*

**Evaluatee:** \_\_\_\_\_ **Conference Date:** \_\_\_\_\_

Chair: \_\_\_\_\_  Faculty  Administrator

Peer evaluator selected by district: (optional): \_\_\_\_\_  Faculty

Peer evaluator selected by evaluatee (optional): \_\_\_\_\_  Faculty

**Attach the following documents to this form:**

- F-1: Confidentiality Agreement(s)
- F-2: Faculty Evaluation form(s)
- F-4B: (tenured and non-tenured faculty) or F-4 C (optional for associate faculty)
- Flex reports (associate faculty only)
- Student Evaluation Summary Report(s)

**CONFERENCE SUMMARY**

1. Does evaluatee use assessment results to inform teaching and improve student learning?  Yes  
 No
2. Limitations/weaknesses and/or concerns noted at last evaluation:
  - a. Progress on plan to address recommendations noted at last evaluation:
3. Significant accomplishments since last evaluation:
4. Strengths noted during this evaluation:
5. Limitations/weaknesses noted during this evaluation:
6. Current areas of concern:
7. Specific plan to address limitations/weaknesses and/or concerns

**EVALUATION TEAM RECOMMENDATION**

<b>Tenured Faculty</b>	<b>Associate Faculty</b>	<b>Non-Tenured Full-Time</b>
<input type="checkbox"/> <b>Satisfactory:</b> Evaluate at the next regular interval.	<input type="checkbox"/> <b>Satisfactory:</b> Recommend rehire with evaluation at the next regular interval.	<input type="checkbox"/> <b>Satisfactory:</b> Evaluate at the next regular interval.
<input type="checkbox"/> <b>Needs improvement:</b> Evaluate at the next regular interval.	<input type="checkbox"/> <b>Needs improvement:</b> Recommend rehire with evaluation at the next regular interval.	<input type="checkbox"/> <b>Needs improvement:</b> Evaluate at the next regular interval.
<input type="checkbox"/> <b>Needs improvement:</b> Evaluate in two semesters.	<input type="checkbox"/> <b>Needs improvement:</b> Recommend rehire with evaluations in two semesters.	<input type="checkbox"/> <b>Needs improvement:</b> Evaluate in two semesters.
<input type="checkbox"/> <b>Needs improvement:</b> Evaluate in the next semester.	<input type="checkbox"/> <b>Needs improvement:</b> Recommend rehire with evaluation in the next assigned semester.	<input type="checkbox"/> <b>Needs improvement:</b> Evaluate in the next semester.
	<input type="checkbox"/> <b>Unsatisfactory:</b> Recommend non-rehire.	<input type="checkbox"/> <b>Unsatisfactory:</b> Recommend non-rehire.

**SIGNATURES**

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Additional evaluator (selected by district)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Additional evaluator (selected by evaluatee)

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Evaluatee                     Response attached

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received by: Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President, Instruction and Student Services or designee

\_\_\_\_\_  
Date

**SCHEDULE G – APPLICATION FOR AN ADDITIONAL FACULTY SERVICE AREA**

Application for an  
Additional Faculty Service Area

Name: \_\_\_\_\_ ID#/SSN: \_\_\_\_\_  
(Please Print)

Article 13.9 of the CRFO contract details the process for obtaining additional faculty service areas. Please list the requested information below and attach any necessary documentation. The request should be forwarded to the Director, Human Resources for processing.

Faculty Service Area Requested: \_\_\_\_\_

Discipline MQ: \_\_\_\_\_  
Discipline Date approved

Qualifying load: 1) \_\_\_\_\_  
Semester Course

\_\_\_\_\_  
Course

2) \_\_\_\_\_  
Semester Course

\_\_\_\_\_  
Course

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date Submitted

Approval:

\_\_\_\_\_  
Director, Human Resources

\_\_\_\_\_  
Date

\_\_\_\_\_  
Entered on FSA Seniority Listing

\_\_\_\_\_  
Notification Letter dated \_\_\_\_\_

## **SCHEDULE H – STIPEND**

### **Stipend and Reassign Time Committee (SARTCo)**

In the interest of providing a clear and transparent process for the allocation of stipends and reassigned time to faculty and to fulfill each party's legal obligation to negotiate, the District and C.R.F.O. agree:

1. To the establishment of the Stipends and Reassigned Time Committee (SARTCo).
2. That the SARTCo will consist of the following membership: CRFO Chief Negotiator, CRFO Grievance Officer, CRFO President, CRFO Vice-President, the Director of Human Resources, and any other administrators selected by the District.
3. That the SARTCo shall meet bi-monthly during the fall and spring semesters and that additional meetings may be scheduled as necessary.
4. That requests for stipends and reassigned time may be initiated by the District.
5. That no stipend or reassigned time may be provided to a faculty or associate faculty member without approval of SARTCo.
6. When agreement cannot be reached, an interest-based/consensus model with a mutually agreed upon facilitator will be used.
7. The committee shall publish semi-annual reports of all stipends and reassigned time approvals in December and May.