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**Tentative Agreement between Contra Costa Community College District (4CD)
and United Faculty of 4CD (UF)**

2024-2025; 2025-2026; 2026-2027

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**Contra Costa Community College District (4CD) and United Faculty of 4CD (UF)
2024-2025; 2025-2026; 2026-2027 Tentative Agreement**

After a series of negotiating sessions, the Parties have agreed that all current articles of the Collective Bargaining Agreement remain the same, with the exception of those below. Approval of this Agreement by both Parties shall conclude negotiations for 2024-2025, 2025-2026, and 2026-2027, with exceptions as noted below.

Compensation

In the 2019-2020 Collective Bargaining Agreement (CBA), UF and 4CD agreed to reaffirm our longstanding commitment to “paying competitive salaries for full-time and part-time faculty and to the principles outlined in previous agreements that call for 4CD to pay total compensation in the ‘top third of the Bay 10’” and to reach negotiated part-time pay parity goals. In that agreement, UF and 4CD also agreed to a multi-phase plan to address part-time pay parity gaps, gaps between summer pay and fall/spring pay, and gaps between full-time faculty overload pay and regular pay. In this agreement, both sides again commit to working collaboratively to address financial challenges in order to offer the best quality education possible for our students. We agree to continue working towards previous goals of offering competitive total compensation for all faculty and to addressing pay equity gaps with available funding.

Towards that end, we will continue implementing Phase 2 of our Pay Parity Plan from the 2019-2020 CBA as follows:

- **Summer Parity**

In Phase 1 of the Pay Parity Plan, summer pay for all faculty increased to 72% of regular full-time pay. This includes a 1-hour per week Office Hour obligation. With this agreement, we agree to a goal for summer parity of 80%, which will include a 1.5-hour per week Office Hour obligation. We agree that our aim is to reach this goal within three years or sooner, depending on available funds. Beginning summer 2025, the parity rate for all summer instructional assignments will be 75%. This increase will be considered Phase 2 of the Pay Parity Plan. UF and 4CD agree to negotiate the details of Phase 3 beginning in spring 2025 (to reach agreement prior to summer 2026). The rate will increase in summer 2026 to at least 77%. The additional .5 office hour requirement will not be implemented until we reach the 80% parity target.

- **Full-Time Faculty Overload Parity Plan**

In 2019-2020, the parties agreed to negotiate a salary schedule for overload AC with a 75% parity goal in Phase 2. We now agree to postpone adjustments to full-time overload AC pay until we reach agreement on Phase 3 of our Pay Parity Plan, to be negotiated in spring 2025 for the 2025-2026 academic year and beyond.

Additionally, with regards to 2024-2025 compensation, UF and 4CD agree as follows:

- **District Contribution to Benefits Premiums**

The District agrees to cover its share of benefits premiums for 2024-2025 (94% for full-time faculty; and 94-97% for eligible part-time faculty as described in the 2023 Agreement on Part-Time Faculty Health Insurance). This included approximately a 25% increase in Kaiser premiums for active employees and approximately a 9.5% increase in Anthem Blue Cross premiums for active employees.

- **Professional Development**

1. Beginning January 1, 2025, a Districtwide Professional Development Fund of \$100,000 will be created.
2. Whenever any faculty member receives professional development funding support from any college within 4CD, having gone through normal local processes, and where that funding is not sufficient to cover the full cost of the approved activity, the District fund will match the college allocation, up to but not exceeding the total approved cost of the activity, so long as there is adequate money in the fund.
3. Funds will not be available for professional development activities approved prior to January 1, 2025.
4. Money in the Districtwide Professional Development Fund will not roll over from year to year, but the fund will begin with \$100,000 at the start of every academic year.

Faculty Evaluation Stipends

Beginning in the spring 2025 semester, appendix J “Faculty Evaluation Stipend” will be amended to include a checkbox for “Chair, Part-Time Evaluation,” which shall refer to the Chair of any part-time evaluation committee that includes more than one evaluator (such as 7th-semester evaluations). The compensation for the

Chair of a part-time evaluation committee shall be 25% higher than the compensation for a member of the evaluation committee (for spring 2025, the compensation for the chair of a part-time evaluation committee will be \$390), subject to all other contractual provisions related to compensation for faculty evaluations.

Academic Senate President Stipends

Beginning January 1, 2025, each Academic Senate President will receive a monthly stipend of 557.62/month, indexed to salary schedule B-1. Academic Senate Presidents will not be paid OAS for summer work except hiring under Article 20.5.

Hiring

6.4.3 Hiring: **Refer to Uniform Selection Guide to See Entire Hiring Policy.** District Human Resources shall provide support for all full-time faculty recruitments. Support will include, but will not be limited to:

1. Conducting initial paper-screening of all applicants for minimum qualifications. Applications will be sorted into three groups: those that meet minimum qualifications; those that do not meet minimum qualifications; and those that might meet minimum qualifications (or might meet equivalency standards). All three groups of applications will be forwarded to the paper-screening committee.
2. Handling and investigating all complaints related to recruitment initiated by an applicant, committee member, or anyone involved in the recruitment process.
3. **Making training available to all faculty on Diversity in Hiring in accordance with Title 5 53003 (c) (4).**
4. **Making training available to all full-time faculty and academic managers that will qualify them to be Equal Employment Opportunity (EEO) Representatives on hiring committees.**

6.4.3.1 Faculty who serve on hiring committees are required to have completed Diversity in Hiring training at least once in the two years preceding serving on the committee.

6.4.3.2 Every full-time faculty hiring committee shall have one manager who has completed the EEO-Representative training assigned as the EEO

Representative. Every part-time faculty hiring committee shall select one full-time faculty member who has completed the EEO-Representative training to be the EEO Representative. EEO representatives may also serve as voting members of the hiring committees on which they serve. A manager on a full-time hiring committee may serve as an EEO Representative for both paper screening and interview team but may only be a voting member of the interview team.

6.4.3.2.1 The role and responsibilities of the EEO Representative are to serve as advisor to the committee on EEO issues and to be a liaison to District HR when there are procedural questions or when EEO issues come up.

6.4.3.13 The paper screening committee for faculty shall be selected according to department regulations and shall consist of no less than two (2) regular faculty members, or, if necessary, one regular and one contract III faculty member. ~~One hourly rate (part-time) instructor shall be guaranteed a screening interview for a full-time faculty position for which he/she meets the minimum qualifications. The applicant to be interviewed shall be determined through the established paper screening process.~~

6.4.3.4 One hourly rate (part-time) instructor shall be guaranteed a screening interview for a full-time faculty position for which he/she meets the minimum qualifications. The applicant to be interviewed shall be determined through the established paper screening process.

6.4.3.25 Faculty shall participate in the screening of applications and in the screening interview of such classified employees as serve in a direct relationship to the instruction or student service program or fall under a department where such screening is not in conflict with contract provisions of the classified units.

6.4.3.36 An interviewing team shall be selected according to department regulations and shall consist of no less than two (2) and no more than five (5) regular faculty members and a voting manager ~~proposed from a panel of two to three academic administrators from that college.~~ The **panel interviewing team** shall be chosen and submitted by the department and agreed to by the college president. ~~The college president may amend the composition of the committee in consultation with the department.~~ If a department is three or less full-time tenured faculty, the faculty in the division shall select the panel of administrators. The same team shall interview all of the candidates who are invited to ~~come to the college~~ **a screening interview.**

6.4.3.36.2 Where a department has one (1) position authorized to it (**meaning that there is only one full-time position in the department and it is vacant and being filled**), the interviewing committee used in filling such position shall be chosen by the Faculty Senate President in consultation with the ~~division chairperson and Dean~~. ~~Such committee shall consist of no less than two (2) and no more than five (5) regular faculty members plus the division chairperson who serves as a voting member.~~ **The committee structure shall be the same as described in 6.4.3.6.**

6.4.3.36.1 Where a department has two (2) positions authorized to it and one (1) of those positions is to be filled, the interviewing committee used in filling it shall be jointly chosen by the remaining faculty member and the Faculty Senate President in consultation with the ~~division chairperson and Dean~~. ~~The committee shall consist of no less than two (2) and no more than five (5) regular faculty members plus the division chairperson who serves as a voting member.~~ **The committee structure shall be the same as described in 6.4.3.6.**

1. Each department shall develop instruments for the rating of the candidates. Such instruments shall be the property of the District.
2. Such instruments and/or questions shall be reviewed and approved by the District. If the District does not approve the department's rating instruments, the District shall consult with the department to resolve the differences. Personal notes and/or information placed on the official rating sheets shall remain the property of the District.
3. Any and all personal notes and/or information developed by individual team members shall remain the property of the team member.
4. **The interviewing team shall recommend at least two (2), preferably three-five (3-5), of the best qualified applicants, without indicating any preferences, for consideration by management. After management interviews the referred applicants, management shall meet with the interviewing faculty team that conducted the screening interview to discuss the ranking of the candidates and the president's proposed recommendation to the Chancellor and the Governing Board. The College President may also invite the paper-screening committee to the hiring discussion. After the meeting, a manager designated by the College President checks references on the tentative selection(s). If the faculty interview committee so desires, one faculty member will review all reference checks with the manager.**
5. Management shall make the final selection based upon the recommendations of the interviewing team and its own evaluation. If the college president and the interview team do not reach agreement regarding the candidate interviewed under this

procedure, both recommendations shall be forwarded to the Chancellor for a final recommendation to the Governing Board.

6. With the concurrence of the appropriate department these hiring procedures may be waived for part-time temporary faculty employees.
7. Faculty may be invited to participate in the selection of management personnel at the discretion of the Chancellor, or **his the Chancellor's** designee.

Part-Time Faculty Staffing Preference

25.1 STAFFING PREFERENCE ELIGIBILITY INFORMATION: Part-time faculty become eligible for staffing preference consideration after their seventh semester of teaching within a given department (summer session does not count toward the awarding of staffing preference). **Faculty who wish to be considered for preference must submit an application upon completion of their seventh semester teaching evaluations or qualifying evaluations within a given department by the end of the second full week of classes for consideration in the next semester.**

25.2 PROCESS FOR OBTAINING STAFFING PREFERENCE:

25.2.1 All part-time faculty who have been teaching more than seven semesters in a given department or subarea will be considered for staffing preference in that department or subarea at the conclusion of every faculty evaluation. A part-time faculty members may submit an applications and request a review at any time after their seventh semester of teaching. Retiring full-time faculty may submit applications at the time of their retirement.

25.2.2 The department chair and division dean shall review eligible applicants to determine if any of the disqualifying conditions preclude any applicant from receiving staffing preference. The department chair may elect to include in this meeting a sub-area representative who has been involved with coordinating the program. The eligible part time faculty member submits an application for staffing preference to the college HR personnel who attaches copies of the most recent evaluations and sends the packet to the appropriate department chair. In the absence of any disqualifying conditions, a faculty member meeting criteria in 25.1.1 or 25.1.2 will be granted staffing preference.

25.2.2.1 In the event that an eligible part-time faculty member submits an application for staffing preference, **to** the college HR personnel **who**

will attach a copy copies of the most recent evaluations and sends the packet to the appropriate department chair.

The department chair and division dean shall review eligible applicants to determine if any of the disqualifying conditions preclude any applicant from receiving staffing preference. The department chair may elect to include in this meeting a sub-area representative who has been involved with coordinating the program.

...

25.7.1 Whenever possible, a faculty member with staffing preference must be offered his or her historical modal load [most frequent load] taught within the past five (5) corresponding semesters. If there is no modal load, then median load will be used. Part-time faculty on variances over 67% will be considered to be at a 67% load for that semester in regards to modal load history. Load will be tracked by Division Deans.

25.7.1.1 Beginning in the fall semester, 2025, prior to the completion of the final draft of the class schedule for each term, the appropriate dean or designee will share the most current information available with department chairs on the staffing-preference status and load for each part-time faculty member and will send notification to all part-time faculty that this information is available and direct faculty as to where the information may be reviewed.

UF and 4CD agree that Article 25 will remain open for negotiations in spring 2025 and that a workgroup will be convened to review and assess 4CD's staffing preference system to make further recommendations to the bargaining teams.

Faculty Professional Responsibilities

7.7 Faculty Responsibilities:

7.8 OFFICE HOURS (STUDENT HOURS)

~~7.8.1~~ Instructional Type Assignments. For Regular and Contract I, II, and III faculty, all instructional type assignments require, over and above stated load requirements, five (5) scheduled office hours per week, scheduled no more than one and one-half (1 ½) per day, and, beginning fall 2018 and thereafter, one half (1/2) hour per week unscheduled for electronic communications with students and other work with students outside of class. Faculty teaching on-line courses may, at their option, hold scheduled office hours on-line in the same ratio as their on-line courses are to their total semester load.

7.8.1.1.1 Beginning July 1, 2025, for full-time faculty teaching entirely online, a minimum of two (2) office hours per week must be scheduled on campus. For faculty teaching at least one class on campus (either fully on campus or hybrid meeting at least once per week on campus), a minimum of one (1) office hour per week must be scheduled on campus.

7.8.1.1.2 For full-time faculty whose total office-hour obligation under 7.8.2 totals less than two hours per week, a minimum of one (1) office hour per week must be scheduled on-campus.

7.8.1.1.3 Management may approve remote office-hour schedules for specific projects (such as when teaching online during sabbaticals).

7.8.1.2 On-campus office hours must be regularly scheduled, posted on office doors where the faculty member is available to students outside of class either in the faculty member's office, hub or student center, or in any common area on campus. For faculty teaching at off-campus locations (such as on high school campuses or in a study-abroad program, etc.), office hours held at these remote sites will be considered "on campus."

7.8.5 Other Scheduling

7.8.5.3 Online Office Hours: Any faculty member may designate up to 1 hour of regular office hours as an "on-line office hour." The An online office hour must be a regularly scheduled hour, posted along with on-campus office hours, during which the faculty member is available **online** for synchronous communication to consult with and respond to students. Each faculty member will turn in a schedule of office hours to be posted electronically **and on campus** prior to the beginning of each class. Part-time faculty members must have and use a District email address to designate an office hour (or half hour) as **online**.

Counselors, Librarians and Learning Disability Specialists

The counseling scheduling/staffing process will follow the regular pattern described in Article 8.1.1.1 of the 4CD/UF CBA whereby the College communicates to the department the total number of face-to-face, student-choice, and/or online counseling hours that must be staffed, and the department will propose schedules that meet those needs. (8.1.1.1 will modified to add "modalities.") When the College communicates staffing needs to the department, that should include needs for peak

periods or any identified weeks where staffing needs may include additional counseling hours. Within this context, the following parameters shall apply:

Beginning July 1, 2025, all full-time counselors will work a minimum of 50 percent of student-contact counseling hours as face-to-face student-choice (on campus where appointments are normally face-to-face but may also be over zoom). AND all counselors must work on campus at least 2 days per week (inclusive of any on-campus teaching).

- a) The provisions above apply regardless of any reassignment/coordination duties in any given week or semester (although any on-campus work will satisfy the 2-days-per-week requirement)
- b) Departments retain the right to create additional parameters in their department bylaws to address student needs and to meet demand as described in #1.
- c) Management may approve remote schedules for specific projects.

7.3.1 Counseling. The counseling assignment shall consist of scheduled counseling appointments and other assigned student personnel services e.g., group counseling sessions, high school counselor liaison, and departmental/divisional articulation. An assignment of ~~twenty-seven and one-half (27 1/2) hours per week exclusive of counseling appointment preparation, evaluations, reports, and the like, shall be considered a full counselor load. Beginning fall 2018 and thereafter,~~ thirty (30) hours per week exclusive of counseling appointment preparation, evaluations, reports, and the like, shall be considered a full counselor load.

7.3.2 Librarians/Learning Resources Assignment. One wherein the librarian performs duties consistent with the provisions of library/learning resources services and the operation of facilities where library/learning resources services are offered. An assignment of forty (40) hours per week, ~~thirty-five (35) of which are normally assigned in the library/learning resources facility, five (5) in unscheduled associated and/or professional duties, shall be considered as a full librarian/learning resources assigned load. Beginning fall of 2018 and thereafter, an assignment of forty (40) hours per week,~~ thirty-eight (38) of which are normally assigned to library-related activities, two (2) in unscheduled associated and/or professional duties, shall be considered as a full librarian/learning resources assigned load.

The library scheduling/staffing process will follow the regular pattern described in Article 8.1.1.1 whereby the College communicates to the department the total number of open library hours that must be staffed, and the department proposes schedules that meet those needs. Library assignments are typically scheduled on

campus, but Library Departments may propose remote hours after ensuring that their on-campus areas are staffed. Departments retain the right to create additional parameters in their department bylaws to address student needs and to meet demand.

7.3.3 School Nurse Assignment. One wherein the school nurse performs duties consistent with the provision of student health services and the operation of facilities where student health services are offered. An assignment of forty (40) hours per week, thirty five (35) of which are normally assigned in the health office, five (5) in unscheduled associated and/or professional duties, shall be considered as a full school nurse assigned load. Beginning fall of 2018 and thereafter, an assignment of forty (40) hours per week, thirty eight (38) of which are normally assigned to health related activities, two (2) in unscheduled associated and/or professional duties, shall be considered as a full school nurse assigned load.

7.3.4 Tutoring Coordinator Assignment. One wherein the tutoring coordinator performs duties consistent with the provisions of tutoring services and the operation of the facilities where tutoring services are offered. An assignment of forty (35) hours per week, thirty five (30) hours of which are normally assigned in the tutoring center, five (5) in unscheduled associated and/or professional duties, shall be considered as a full tutoring coordinator assigned load. Beginning fall of 2018 and thereafter, an assignment of forty (40) hours per week, thirty eight (38) hours per week which are normally assigned to tutoring related activities, two (2) hours per week in unscheduled associated and/or professional duties, shall be considered as a full tutoring coordinator assigned load.

7.3.5 Learning Specialist. This assignment shall consist of instructional and/or non-instructional duties. Instructional duties shall be determined by the scheduling process of the college and department where the member is assigned. A full non-instructional load for a learning specialist shall be 40 hours with one eighth $1/8$ of the non-instructional hours unscheduled associated and/or professional duties. Beginning fall of 2018, a full non-instructional load for a learning specialist shall be 40 hours, including two (2) hours per week in unscheduled associated and/or professional duties.

The learning specialist scheduling/staffing process will follow the regular pattern described in Article 8.1.1.1 whereby the College communicates to the department the total number of hours that must be staffed, and the department proposes schedules that meet those needs. Learning Specialist assignments are typically scheduled on campus, but departments may propose remote hours after ensuring that on-campus student needs are met. Departments retain the right to create additional parameters in their department bylaws to address student needs and to meet demand.

7.3.6 Mixed Loads For Non-Instructional Positions. Mixed loads with teaching and non-teaching assignments may be taught and the non-teaching load proportionately reduced.

7.3.7 New Non-Instructional Position. Full load for any new faculty non-instructional position created during the life of this Agreement shall be ~~forty (40) hours, with thirty-five (35) hours scheduled duties and five (5) hours unscheduled associated and/or professional duties.~~ Beginning fall 2018 and thereafter, full load for any new faculty non-instructional position created during the life of this Agreement shall be forty (40) hours, with thirty-eight (38) hours scheduled duties and two (2) hours unscheduled associated and/or professional duties.

The process for scheduling new non-instructional positions will follow the regular pattern described in Article 8.1.1.1. New non-instructional assignments are typically scheduled on campus, but departments may propose remote hours after ensuring that on-campus student needs are met.

Coaches

7.2.8 Head Coaching and Associate Coaching Assignments. Head coaches receive 55% load in-season and are eligible for health insurance benefits through the District under existing provisions in Article 21. Full-time faculty members may elect to take load for the head coaching assignment as their part of their regular A-load or may elect to be paid the stipend under the F-contract, but may not receive both. Part-time faculty members may only elect to be paid under the F-contract for head coaching assignments, but the load for the assignment counts towards the 67% cap and towards eligibility for District benefits. Associate Coaches are paid under the F-contract and do not receive load for their in-season coaching assignment.

7.2.8.1 F-Contract stipends for Head Coaches and Associate Coaches may not be split between employees.

7.2.8.2 All coaches will sign individual coaching contracts outlining their pay-rates and general coaching responsibilities. Head Coaches and Associate Coaches are also covered by all relevant provisions of the CBA.

UF and 4CD agree to make appropriate changes to the individual coaching contracts to reference Article 7.2.8 of the CBA.

UF and 4CD agree to establish a workgroup in spring 2025 to review and compare options for hiring drivers and/or contracting with transportation services for when teams attend required league and/or post-season events where attendance necessitates substantial driving. We have a shared interest in transitioning away from coaches driving to events, and we agree to work collaboratively to assess the practical issues, including budget impact, that would be involved in this transition.

UF and 4CD agree to continue the work of the Load Task Force in 2024-2025 and to include coaching load, particularly for off-season classes/assignments, as part of that work. Other areas will also be considered, including but not limited to Speech, Drama, Music, and Journalism. This work will also include a review of F-contract stipends with considerations given to internal equity, Title IX, budget, and related issues.

Online Synchronous Evaluations

Appendix X7 “Evaluation Guidebooks for Online Synchronous Evaluations” will be added to the CBA. Below is the Guidebook for Probationary Faculty (X7.2). Parallel guidebooks for part-time faculty (X7.1) and tenured faculty (X7.3) will also be implemented beginning in the spring semester, 2025.

Evaluation Guidebook
for
Probationary (Tenure-Track)
Online (Synchronous) Classroom Faculty

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X7.2.21	Self-Evaluation Worksheet and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/4CD Contract related to the evaluation of Probationary (Tenure Track) Online Synchronous Classroom Faculty. Probationary classroom faculty not teaching partially online synchronous classes, as well as counselors, librarians, learning disability specialists, part-time and tenured faculty should consult different guidebooks (available online, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available online or through your Division Office. If you have questions about the evaluation process or about the forms, please contact United Faculty or your Division Dean.

X7.2.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board fall 2010 and shall be implemented beginning fall 2023.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

- X7.2.1.1 If any instructional hours of a fully online course will be regularly scheduled as synchronous (with no instructional hours delivered in-person), the course will be considered online-synchronous for the purposes of the evaluation procedure. Online classes where the only synchronous portion of the course consists of exams/assessment given synchronously shall not be considered synchronous, but shall be treated as online asynchronous classes for the purpose of evaluation. Online classes that include regularly scheduled hours delivered in-person will be considered hybrid (see Appendix X6).

X7.2.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X7.2.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE TENURE REVIEW COMMITTEE

X7.2.3.1 The Tenure Review process shall be conducted in adherence to the applicable Education Code (87663d).

X7.2.3.2 The Tenure Review Committee (TRC) is charged with the responsibility of conducting the evaluation and shall be composed of three members: one regular faculty member chosen by the probationary faculty member; one regular faculty member chosen by the department/sub-area of which the probationary faculty member is a part (in the case of a one person department/subarea, this faculty member shall be chosen by the division/area of which the probationary faculty member is a part.); and one manager who is the immediate supervisor of the probationary faculty member or the dean of instruction/dean of student services/area dean. This manager shall be appointed by the president.

X7.2.3.3 An evaluator may serve on a TRC if s/he has participated in an orientation to evaluation within the last three year.

X7.2.3.4 Responsibilities of Members of the TRC:

X7.2.3.4.1 The TRC shall select a chair by majority vote whose responsibilities include the following:

- A) convening the TRC conferences at least two times each semester at mutually agreeable times: (1) a pre-evaluation conference; (2) if necessary, a progress evaluation conference after TRC members have completed classroom observation; (3) a post evaluation conference after all evaluations have been completed;
- B) ensuring that committee members and the evaluatee have appropriate forms;
- C) coordinating student evaluations, classroom observations, and observations of counselors,

librarians, and learning disabilities specialists;

D) adhering to the specified timetable for the evaluation process in conjunction with the appropriate dean/director;

E) communicating evaluation results to the probationary faculty member;

F) ensuring that all evaluation materials have been placed in the portfolio of the probationary faculty member; and

G) ensuring that the committee determines whether other duties related to the evaluatee's load responsibilities ought to be addressed/evaluated.

X7.2.4 ONLINE SYNCHRONOUS CLASSROOM OBSERVATION PROCEDURES

X7.2.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. When a faculty member is evaluated for a synchronous online course, the evaluation must be completed by at least one evaluator who has demonstrated qualifications to teach online. It is recommended that to the extent possible the evaluation of all online faculty teaching synchronously online should be conducted by evaluators with experience teaching online. Where multiple evaluators are available, faculty who have successfully completed the 4CD training class in Becoming an Effective Online Instructor (BEOI) or the equivalent and who have experience teaching online classes should be prioritized when assigning evaluators.

X7.2.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments, and evidence of substantive faculty/student and student/student interactions in the online class (including synchronous activities such as breakout rooms, check-ins during lecture; as well as asynchronous discussion board posts, or other communications that encourage interaction where appropriate). The confidentiality of student work shall be maintained. During this conference (face to face or using web-conferencing) the evaluator will also be given an orientation to and instructions for navigating

the online classroom, which may include external tools and proprietary materials in order to best view interactions between faculty and student and between students (such as how to access external tools and proprietary materials, and how best to view interactions between faculty and students and between students). The pre-evaluation conference shall be a synchronous meeting (either online or in-person).

X7.2.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. At least 24 hours prior to the observation, the evaluatee shall also complete and submit the Synchronous Classroom Observation Plan Form to the evaluator. The evaluatee is responsible for granting “evaluator access” to the Learning Management System through which students access the online portion of class. The evaluator shall focus primarily on material outlined in the classroom observation plan form and on regular and substantive instructor-initiated interactions and student-student interactions during only the synchronous class meeting being observed and the 7-day period of the evaluation, but may access additional non-private material referenced during the evaluation period as needed. Gradebook review shall not be included in the evaluation except where feedback from the instructor during the 7-day period of the evaluation may be considered as part of instructor-student interaction.

X7.2.4.4 Each evaluator shall observe a minimum of at least one hour and enough time to gain a reasonable understanding of job performance. Observation-time shall be approximately divided between synchronous and asynchronous components of the class at the ratio of instructional hours. In other words, for a class that meets 50% synchronously, a minimum of one half hour should be observed synchronously. Each evaluator shall observe both synchronous and asynchronous elements of the online course (including the elements on Canvas, the District-approved learning management system).

X7.2.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:

For probationary faculty, the evaluator(s) shall observe three class sections, at least two of which will be different courses when possible. Evaluatee will chose one class section and the committee will choose the other two. For faculty whose assignments regularly span more than one discipline or mode of delivery, the TRC will

evaluate performance in each discipline/mode at least once during the probationary period.

X7.2.4.6 The documentation used for classroom observation shall include narrative comments (see Synchronous Classroom Observation Form).

X7.2.4.7 Within two weeks of the classroom observation, each evaluator shall complete the synchronous classroom observation form and meet (in-person or synchronously online) with the evaluatee to discuss the observation.

X7.2.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

X7.2.4.9 To determine the headcount of students during the synchronous portion of the observation, the evaluator will check to see how many students are logged into the synchronous meeting. This is the number of students to be listed on the observation form.

X7.2.4.10 In the event that technical difficulties prevent or substantially interrupt an evaluation, the evaluation may be rescheduled.

X7.2.5 SYNCHRONOUS STUDENT EVALUATION PROCEDURE FOR PROBATIONARY CLASSROOM FACULTY

For student evaluations of synchronous classes, the synchronous student-evaluation form shall be used.

X7.2.5.1 The evaluator shall confirm with the evaluatee the start date for student evaluations. The standard weeks of student evaluations are weeks 8 and 9 (or the middle of the semester) for full-term fall and spring classes. However, the evaluatee may elect to start student evaluations any time between weeks 6 and 12 for full-term fall and spring classes. For short-term classes, the evaluatee should select a two-week period for student evaluations in the middle or close to the middle of the course.

X7.2.5.2 For probationary faculty, student evaluations shall be conducted in two sections. The online section(s) shall be chosen according to the Classroom Observation Procedure.

X7.2.5.3 The Chair of the TRC or designee shall notify the local evaluation software administrator to request that student evaluations be administered during the agreed-upon period of time. Students will be assured of the anonymity of their responses. After the evaluation period has ended, the evaluation software (or Student Evaluation) administrator (or management designee) will send the completed student-survey report to the TRC Chair.

X7.2.5.4 Management shall ensure that student-survey reports are kept confidential. The TRC shall review the summary data sheet and the student comments. The chair shall summarize the student comments and the objective data in the summary report. The summary data sheet and student comments shall be attached to the summary report.

X7.2.5.5 The original student evaluation forms shall be confidentially maintained. If the probationary faculty member is awarded tenure, original student evaluations will be destroyed. If the probationary faculty member is denied tenure, student evaluations will be stored for at least five years after notification of tenure denial.

X7.2.6 RIGHTS AND RESPONSIBILITIES OF EVALUATEES

X7.2.6.1 Rights

X7.2.6.1.1 A probationary faculty member being considered for tenure is entitled to be informed of the procedures of the Tenure Review process, including all appeal processes and the basis upon which tenure decisions are made. The probationary faculty member must be informed of criteria-related expectations.

X7.2.6.1.2 The probationary faculty member shall have the right to have all evaluation results sent to him/her in writing.

X7.2.6.1.3 The probationary faculty member has the right to expect tenure decisions based only on factors related to job-related criteria.

X7.2.6.1.4 The probationary faculty member has the right to expect members of the TRC to adhere to the guidelines stipulated in

this article and to expect that they will strive to maintain objectivity, and ensure that any decisions regarding tenure are in agreement with the principles of academic freedom.

X7.2.6.1.5 The probationary faculty member has the right to expect all intellectual property rights to be protected and maintained per Article 26 of the UF Contract.

X7.2.6.1.6 The probationary faculty member has the right to a confidential process.

X7.2.6.1.7 The probationary faculty member may wish to select a peer advisor who shall serve as an independent advisor (or mentor) during the Tenure Review process. A peer advisor is a faculty member who volunteers to work with and advise the probationary faculty member.

X7.2.6.1.8 The probationary faculty member may request assistance in finding peer advisors by contacting the college academic senate president and/or Nexus coordinator.

X7.2.6.1.9 The peer advisor (mentor) could provide assistance to the candidate in areas such as the following:

- A) teaching styles and strategies;
- B) theories and styles of student learning;
- C) cultural diversity issues related to student learning and teaching strategies;
- D) district and college policies and procedures;
- E) workshops, conferences, courses and classes;
- F) introducing the candidate to colleagues; and
- G) helping with student problems.

X7.2.6.1.10 The peer advisor (or mentor) may not serve on the probationary faculty member's Tenure Review Committee during a semester in which he/she is functioning as the peer advisor or mentor.

X7.2.6.2 Responsibilities

X7.2.6.2.1 The probationary faculty member is required to attend an orientation session as well as meetings scheduled with the TRC.

X7.2.6.2.2 The probationary faculty member is required to cooperate with the TRC in creating and implementing an improvement

plan to address any identified weaknesses and to participate in the activities agreed upon in the plan.

X7.2.6.2.3 In the case of vocational faculty who do not possess a bachelor's degree, the TRC and the probationary faculty member shall develop a plan for the completion of the degree within the probationary period if the bachelor's degree continues to be mandated law. The TRC shall establish a method for monitoring and documenting progress of the probationary faculty member.

X7.2.7 GUIDELINES FOR EVALUATORS

X7.2.7.1 Evaluators shall read all materials and follow guidelines and timetables.

X7.2.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

X7.2.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.

X7.2.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.

X7.2.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.

X7.2.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.

X7.2.7.7 Evaluators shall respect the confidentiality of the process.

X7.2.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.

X7.2.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.

X7.2.7.10 Evaluators shall create a portfolio as follows:

X7.2.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.

X7.2.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

X7.2.7.10.3 The portfolio will contain, at the minimum:

- a. student evaluation reports, including percentages and student comments;
- b. completed classroom observation forms (including the classroom observation plan form)
- c. completed self-evaluation report;
- d. improvement plan, if needed;
- e. summary report form;
- f. other documentation mutually agreed upon by the evaluation committee and the faculty;
- g. job announcement for probationary faculty members;
- h. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted).

X7.2.7.11 If an administrator chairs the TRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the TRC chair.

X7.2.7.12 If a member of the TRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X1.2.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X7.2.8 SUMMARY REPORT

X7.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores. Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations).

X7.2.8.2 The TRC must submit to the president one of the recommendations listed below for each probationary faculty member at the end of each evaluation cycle. While each TRC member signs the summary report, the signature might not mean concurrence with the final recommendation of the TRC. (The signature section of the summary report for TRC members should signify participation but not necessarily agreement.)

X7.2.8.2.1 Grant Tenure
A probationary faculty member with "Consistently High Ratings" may be recommended by the TRC for tenure at any time during the four-year probationary period (Ed. Code Sec.

87608); a probationary faculty member with “Satisfactory Ratings” shall be recommended by the TRC for tenure during the fourth year. A probationary faculty member who receives “Needs Improvement” in the faculty member’s seventh semester or fourth year may be recommended by the TRC for tenure.

X7.2.8.2.2 Continuation in Probationary Status

A probationary faculty member who meets standards of performance at the end of the first and second years shall be recommended by the TRC to continue in probationary status. A probationary faculty member who receives “Needs Improvement” may be recommended by the TRC to continue in Probationary Status.

X7.2.8.2.3 Termination of Service

A probationary faculty member who receives “Needs Improvement” may be recommended by the TRC for termination. A probationary faculty member who is given an “Unsatisfactory Performance” shall be recommended by the TRC for termination.

X7.2.9 TIMETABLE AND ACTIVITIES

X7.2.9.1 Probationary faculty members shall be evaluated during the first, second, third, fifth and seventh semesters. All full-time faculty hired to begin service mid-year (that is, in a spring semester) shall be evaluated during the second, third, fourth, sixth, and eighth semesters of service. All other conditions of the faculty evaluation policy shall remain unchanged. All faculty hired mid-year may be evaluated during their first semester at the discretion of the department, using the part-time evaluation procedures.

X7.2.9.2 While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X6.2.14.1.1 if the timetable variation materially impacted the evaluation.

X7.2.9.3 The following schedule shall serve as a guide in completing the evaluation process:

X7.2.9.3.1 August-September/January-February
Evaluators are selected. Orientation to evaluation for the Tenure Review Committee (TRC) and probationary faculty members is conducted.

X7.2.9.3.2 September/February
Tenure Review Committee (TRC) will conduct an in-person or online synchronous pre-evaluation conference to obtain materials and information from the probationary faculty member, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

In the second and succeeding evaluations the TRC will review the previous evaluation to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X7.2.9.3.3 September-November/February-April
Classroom and/or workplace observations occur. Prior to each class observation, the evaluatee shall complete the Hybrid Classroom Observation Plan Form and meet synchronously online with each evaluator. During the conference, the evaluator will be given an orientation to and instructions for navigating the online portion of the class. TRC members will complete the appropriate classroom observation forms and conduct follow-up conference(s) with evaluatee to review observations.

X7.2.9.3.4 September-November/February-April
Student evaluations are conducted.
If necessary, a progress evaluation conference between the TRC and the probationary faculty to discuss classroom evaluations and observations will occur. If any of the evaluators perceives a serious problem with the evaluatee's performance, the evaluator shall contact the chair of the TRC.

If the TRC decides that a serious problem exists, it will meet with the probationary faculty member and develop specific recommendations to address the serious problem(s). If the TRC so determines, these recommendations may provide for

additional observations by one or more members of the committee. These recommendations will be added to the portfolio.

X7.2.9.3.5 November/April

Probationary faculty member completes the Self Evaluation Report and submits it to the TRC chair. The manager on the TRC and the United Faculty vice-president may review the personnel file of the probationary faculty member and forward all criteria-related documents in the file to the TRC for review. The TRC may receive input that is relevant to the criteria from the Department Chair (if applicable).

X7.2.9.3.6 December/May

X7.2.9.3.6.1 Post-evaluation conferences: The TRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

The person writing the summary report in conjunction with the TRC members completes the summary report, and, if necessary, discusses the development of an improvement plan. The summary report represents and reflects the views of each and every team member.

X7.2.9.3.6.2 The TRC holds a post-evaluation conference with the probationary faculty member to discuss all aspects of the evaluation, including the summary report and the development of an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X7.2.9.3.6.3 The Evaluation Portfolio shall be forwarded to the college president.

X7.2.9.3.6.4 The President reviews the evaluation portfolio and decides whether to recommend tenure, continue in probationary status, continue service with an improvement plan, or terminate service. The President may disagree with the TRC's recommendation. Once the President has made a tentative decision, s/he shall inform the TRC of her/his recommendation if it differs from the TRC's recommendation, prior to submitting the summary report to the chancellor. If the TRC wishes to discuss the President's recommendation, the committee and the

president shall meet. After the meeting, if the TRC disagrees with the President's recommendation, the committee may attach a written statement of its recommendation to the summary report, which shall be forwarded to the chancellor.

X7.2.9.3.6.5 The President submits the summary report to the Chancellor.

In cases where the Chancellor receives conflicting recommendations from the president and the TRC, the chancellor shall request to review the evaluation portfolio and shall meet with the TRC and the college president to reconcile the differences. If a reconciliation cannot be reached, the summary report shall be forwarded to the governing board with the chancellor's recommendation for tenure, continuation in probationary status, or dismissal of the probationary faculty member.

X7.2.9.3.6.6 The Chancellor submits recommendations to the governing board. The Governing Board shall make the final decision for the probationary faculty member to be granted tenure, to continue in probationary status, or to be dismissed.

X7.2.9.3.6.7 The Chancellor returns the summary report to the president who places the report into the evaluation portfolio and ensures that the portfolio is placed in the personnel file of the probationary faculty member.

X7.2.10 IMPROVEMENT PLAN

X7.2.10.1 If level of performance on the summary evaluation form is less than satisfactory, a specific plan for performance-improvement shall be developed by the TRC in consultation with the probationary faculty member. The division dean or designee, in consultation with the department chair, shall monitor activities listed on the improvement plan to ensure timely completion. UF shall be notified by the chair of the TRC of the intent to give an improvement plan. At the post-evaluation conference, the evaluatee shall be informed of his or her right to union representation, and the evaluatee shall have 10 faculty service days

to sign the improvement plan. Signature indicates receipt but not necessarily agreement.

X7.2.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. The improvement plan may identify available resources such as but not limited to, staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

X7.2.10 **SAMPLE IMPROVEMENT PLAN FORM**

Improvement Plan

Evaluation Period: _____
Faculty Member: _____ Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measurable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)
------------------------------------	--

Signatures: Faculty member being evaluated: _____ Evaluation Committee Chair: _____ Dean: _____
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Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X7.2.11 **PROGRESS REPORTS**

- X7.2.11.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form
- X7.2.11.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.
- X7.2.11.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.
- X7.2.11.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X7.2.11.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X7.2.11.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X7.2.11.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X7.2.11.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X7.2.11.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to

areas of concern, and a summary of how the evaluatee has met professional responsibilities.

X7.2.11.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X7.2.11.11 **SAMPLE PROGRESS REPORT FORM**

Improvement Plan Progress Report Form

Faculty Member (Evaluatee): _____ Date of Improvement Plan: _____

Date of Progress Report _____

Manager (Vice President or Designee) Completing Progress Report _____

Department Chair: _____

Summary of Previous Evaluations

Summary of Concerns Articulated in Improvement Plan

Summary of Progress Made in Responding to Areas of Concern

Summary of How the Evaluatee Has Met Professional Responsibilities

Signatures:

Manager (Vice President or Designee): _____

Department Chair: _____

The Progress Report should be sent to the College President no later than February 1 of the year in which it is written. A copy should also be sent to the evaluatee and the evaluatee's department chair. The Progress Report will be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.

The college, district or both shall provide support for the probationary faculty member during the Tenure Review process. Support shall include, but not be limited to, the following areas: (1) an orientation to the Tenure Review process at the beginning of the first contract; (2) a limit of four preparations per year during the first year; (3) orientation to department/subarea/division/area/college guidelines and procedures; (4) an appropriate and adequate professional development alternatives for probationary faculty if recommended by Tenure Review Committee. Support may also include a peer advisor.

Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X7.2.13 ORIENTATION TO EVALUATION

The District and the United Faculty agree to work together to develop an online training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X7.2.13.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X7.2.13.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X7.2.13.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct

classroom observations and observations of counselors, librarians, and learning disabilities specialists.

X7.2.13.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.

X7.2.13.5 Every tenured faculty member must attend an orientation once every three years.

X7.2.14 DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY

X7.2.14.1 Available Procedures

X7.2.14.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X7.2.14.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X7.2.14.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X7.2.14.2 Specifics of Appeals Process

X7.2.14.2.1 Limitations of the Appeals Process

X7.2.14.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability,

sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X7.2.14.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article. The allegations may include failure to follow the established timetable and failure to use the criteria delineated in this article. Any allegation of a procedural violation that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X7.2.14.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X7.2.14.2.2 Steps in the Appeals Process

X7.2.14.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. The complainant must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X7.2.14.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X7.2.14.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible,

the panel shall proceed formally to investigate the complaint.

X7.2.14.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the TRC as well as others who may attest to the validity of the complaint. TRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.

X7.2.14.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.

X7.2.14.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.

X7.2.14.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X7.2.14.2.3 Composition of the Due Process Panel

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X7.2.14.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X7.2.15 PERFORMANCE CRITERIA FOR PROBATIONARY CLASSROOM FACULTY TEACHING ONLINE SYNCHRONOUS FORMAT

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

Counselors, librarians, learning disabilities specialists, and physical disabilities specialists assigned as classroom instructors shall be evaluated for classroom teaching in the same manner as all other classroom instructors. They shall also be evaluated for their other professional responsibilities.

The following criteria shall be used in the evaluation of all probationary teaching faculty when evaluated teaching online synchronous classes. (All criteria are either observable or measurable through peer, student, management, or self-evaluation or materials contained in the portfolio.)

X7.2.15.1 Demonstrate competence in the design and delivery of an online synchronous course(s) and in other responsibilities included in the teaching load assignment.

X7.2.15.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record. The syllabus should be posted on Canvas, the District-approved learning management system.

X7.2.15.1.2 Include in the syllabus a description of course content, contact information (including participation and communication policies that describe expected response time to student questions) the times, mode, and places where class meetings and office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information, such as technology/computer readiness requirements, technology support, and accessibility support.

X7.2.15.1.3 Provide orientation materials and resources for students to help them prepare for and navigate both the synchronous and asynchronous portions of the online course. Orientation materials should be placed within an orientation/introductory module on Canvas.

- X7.2.15.1.4 Consistently begin synchronous class meetings at the scheduled time and teach for the entire class period.
- X7.2.15.1.5 For all instructional hours, whether they are conducted synchronously or asynchronously, provide regular and substantive instructor-initiated interaction between instructor and students and among students.
- X7.2.15.1.6 Build an online classroom community using the district-approved learning-management system, with activities designed to foster student-to-student interaction.
- X7.2.15.1.7 Provide instruction appropriate to the units offered for the course in keeping with the published schedule provided to the students prior to the start of the class.
- X7.2.15.1.8 At an appropriate point in each instructional module, as well as at the beginning of synchronous class meetings, or at another appropriate time, make a clear statement of the learning objective(s) for the unit/module/session/lesson.
- X7.2.15.1.9 Be prepared for class and provide online access to necessary material, and present material in an organized, clear manner.
- X7.2.15.1.10 Present material at a level appropriate to the course.
- X7.2.15.1.11 Display expertise in subject matter appropriate to the assigned discipline(s).
- X7.2.15.1.12 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
- X7.2.15.1.13 When appropriate, combine methods of instruction (such as text, audio, video, images and/or graphics, etc.) to accommodate various learning styles.
- X7.2.15.1.14 Connect asynchronous and synchronous portions of the class to create a fully integrated course with continuity of instruction between modalities using Canvas, the approved learning management system.

X7.2.15.1.15 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.

X7.2.15.1.16 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.

X7.2.15.1.17 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.

X7.2.15.1.18 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.

X7.2.15.1.19 Assess students using multiple methods, as specified in the course Syllabus, that lead to the demonstration of learning outcomes.

X7.2.15.1.20 Provide regular feedback to students using Canvas, the District-approved learning management system and/or as described in the syllabus.

X7.2.15.1.21 Consistently grade and/or comment on course work and return to students within two weeks of submission for a full-term course, or the equivalent amount of time for a shorter-term course.

X7.2.15.1.22 Provide accessible content to students in every course in compliance with current laws and regulations.

X7.2.15.2 Recognize the rights of students.

X7.2.15.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.

X7.2.15.2.2 Recognize the right of students to express ~~online~~ points of view different from the instructor's.

X7.2.15.2.3 Maintain an effective learning environment while treating students fairly and respectfully.

X7.2.15.2.4 Be attentive to student questions and comments, and be clear and precise in response.

X7.2.15.2.5 Provide clear guidelines with regards to student-faculty communications and what students can expect with regards to how quickly faculty will respond to communications.

X7.2.15.3 Participate in non-classroom professional responsibilities.

X7.2.15.3.1 Attend required management-called meetings.

X7.2.15.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third and fourth years only and permitted in the second year. (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)

X7.2.15.3.3 Maintain regular and timely office hours as specified in this contract, and clearly communicate to students the best ways to get extra help outside of class.

X7.2.15.3.4 Participate in curriculum development and course outline of record revision.

X7.2.15.3.5 Participate in the evaluation process in a professional and timely manner.

X7.2.15.3.6 Participate in professional growth activities beginning the second year and thereafter. These may include the following:

A) participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced coursework related to the discipline, creating and maintaining professional contacts, and occupational training;

B) serving on college, district, and/or statewide committees; and

C) participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area.

X7.2.15.3.7 The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non- instructional responsibilities described herein.

X7.2.15.3.8 The District the UF recognize that compliance and student authentication issues are particularly important to online instruction and agree that faculty and management will work cooperatively to ensure that online courses comply with all regulatory requirements.

B. Online Content/Materials: The professor also provided students with online access to all necessary materials for the lesson or assignment, appropriate to the contact hours of the period observed, using the district-approved learning management system.	Select Rating...	Click or tap here to enter text.
3. Organization:		
A. Synchronous Meeting: The professor presented material during the synchronous class meeting in an organized manner.	Select Rating...	Click or tap here to enter text.
B. Online Content/Materials: The professor presented the course and unit material in an organized manner and provided clear and consistent guidance about access to and navigation of course content related to the synchronous portion of the class.	Select Rating...	Click or tap here to enter text.
4. Clarity: The professor presented instructional material clearly both during the synchronous class meeting and online using the approved learning management system.	Select Rating...	Click or tap here to enter text.
5. Expertise: The professor displayed expertise in the subject.	Select Rating...	Click or tap here to enter text.
6. Class Level: The professor presented material at a level appropriate to the course.	Select Rating...	Click or tap here to enter text.
7. Teaching Methods: The professor provided instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning	Select Rating...	Click or tap here to enter text.

<p>process. When appropriate, the professor combined methods of instruction (such as group activities using breakout rooms; discussions; text, audio, video, images and/or graphics etc.).</p>		
<p>8. Connecting Components: The professor connected synchronous and asynchronous online portions of the class to create a fully-integrated course with continuity of instruction.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>9. Controversial Material: When presenting controversial material, the professor did so in a balanced manner; acknowledging contrary views.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>10. Respect: The professor treated all students respectfully.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>11. Faculty/Student Interaction: The professor provided regular faculty-initiated substantive interaction and instruction (appropriate to the units offered for the course).</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>12. Student/Student Interaction: The professor created opportunities for student-to-student interaction (either synchronously, asynchronously, or both, as appropriate to the instructional delivery).</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>13. Comprehension: The professor periodically checked student learning and modified teaching strategies as necessary to increase effectiveness in achieving outcomes.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>

<p>14. Responsiveness: The professor encouraged students to ask questions. The professor was attentive to student questions and/or comments.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>15. Online Class Management: The professor's use of the district-approved learning management system and video-conferencing software demonstrated technical skills necessary for managing an online synchronous class.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>16. Online Accessibility: The professor's course design and materials ensure that all students including those with disabilities can fully participate in the course (by using techniques such as page headings, descriptive links, lists, alternative text for images, video captions edited for comprehension where appropriate; color contrast; etc.).</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>

Non-Classroom Observations

	Rating	Comments
<p>17. Course Outline: The professor's syllabus conforms to the existing course outline of record.</p>	Select Rating...	Click or tap here to enter text.
<p>18. Syllabus: The professor's syllabus includes a description of course content, contact information, communication policy (including instructor response time for student inquiries and assignment feedback), office hours, the means by which students will be evaluated, grading standards, and other relevant information.</p>	Select Rating...	Click or tap here to enter text.
<p>19. Evaluation Process: The professor participated in the evaluation process in a professional and timely manner.</p>	Select Rating...	Click or tap here to enter text.
<p>20. Professional Obligations: The professor meets professional obligations outside of class (submits rosters and grades on time, etc.).</p>	Select Rating...	Click or tap here to enter text.

SAMPLE ONLINE SYNCHRONOUS CLASSROOM OBSERVATION PLAN FORM

Classroom Observation Plan for Online Synchronous Classes	
Course: Click or tap here to enter text.	Section: Click or tap here to enter text.
Date of synchronous class observation: Click or tap here to enter text.	
Dates of Online Observation (beginning/ending of consecutive seven-day period): Click or tap here to enter text.	
Number of students enrolled: Click or tap here to enter text.	
Evaluatee: Click or tap here to enter text.	
Evaluator: Click or tap here to enter text.	

Please attach your course syllabus.

<p>1. State the objective(s) of the synchronous class meeting and for the online seven-day evaluation period (and indicate where this is communicated to students).</p> <p>Click here to enter text.</p>
<p>2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?</p> <p>Click here to enter text.</p>
<p>3. Explain how the content of this evaluation period fits into the overall course and how the synchronous and asynchronous portions of your class are integrated with one another during this evaluation period.</p> <p>Click here to enter text.</p>
<p>4. Describe where in your class (on Canvas as well as in your synchronous class meeting) your evaluator can observe regular and substantive, instructor-initiated interaction between instructor and students and among students, including but not limited to:</p> <ul style="list-style-type: none"> a. feedback to students about their work b. responses to student questions c. students interacting with one another d. students engaging with and interacting with course material <p>Click here to enter text.</p>

**STUDENT EVALUATION FORM
FOR FACULTY TEACHING ONLINE SYNCHRONOUS**

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5	4	3	2	1	NA
Always	Often	Sometimes	Rarely	Never	“Not Applicable” (I can’t answer.)

My professor	5	4	3	2	1	NA	Comments
1. is available to answer questions and responds to me within the timeframe described in the syllabus.							
2. participates regularly in my course (both in class meetings and on Canvas).							
3. teaches and answers questions clearly.							
4. checks to see if I understand the material.							
5. organizes class materials in a way that helps me find what I need for the class.							
6. encourages me to ask questions and participate.							
7. provides opportunities for me to interact with other students in the course.							
8. helps me understand the value and usefulness of the material that we are studying.							
9. encourages me to think and explore new ideas.							
10. tells the class what we are going to do and what we are expected to learn.							
11. treats all students respectfully.							
12. grades my papers, tests, and other work within two weeks.							
13. responds to my work so I know how I am doing and how I can improve.							
14. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
15. helps me meet the goals and learning objectives of the course.							

SAMPLE SUMMARY EVALUATION FORM

Summary Evaluation Form for Faculty

Evaluator:	Date of hire:	Evaluation Semester: FALL SPRING SUMMER	Evaluation Year:
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Check Faculty Status: Tenured Full-time Faculty Probationary (Tenure Track) Faculty Part-time Faculty

Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation):

Summary of previous evaluation (available in Division Office), if applicable	
Summary of student evaluations – attach summary of scores and typed comment (provided by Division Office)	
Summary of classroom/workplace observations – attach observation forms and comments	

Summary of self-evaluation – attach [self-evaluation report](#)

Criteria-related input from dept. chair and/or dean

Evaluatee comments – attach a separate sheet if necessary

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings—Excellent overall performance.
- Satisfactory Performance—Acceptable overall performance.
- Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC/D).
- Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement)

Date

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

_____ Chair/Evaluator (print name)	_____ (signature)	_____ Date
_____ Committee Member (print name)	_____ (signature)	_____ Date
_____ Committee Member (print name)	_____ (signature)	_____ Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

- Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

- Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

Tenure Review Committee (TRC) for

Name of Evaluatee

Pre-Evaluation Meeting (date/time/location): _____

Committee Members	Observations (of at least two different courses when possible; evaluatee chooses one)	Student Evaluations? (2 required)
1. Member selected by evaluatee (tenured faculty member or ed. manager): Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
2. Member selected by department (tenured faculty member): Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No
3. Management representative: Chair? Y N	<ul style="list-style-type: none"> • Course/Section: • Date: • Time: • Location: 	Yes No

Self-Evaluation due	Date:
Post-Evaluation meeting Part 1 (TRC only) to develop summary and compile portfolio	Date: Time: Location:
Post-Evaluation meeting Part 2 (with evaluatee)	Date: Time: Location:

X7.2.21

SELF EVALUATION

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

X7.2.21.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self-Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities. Part-time faculty will mark "Not Applicable" more often than full-time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Self Evaluation for Classroom Faculty

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/Always	Sometimes	Rarely/ Not Applicable	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. readings, videos, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Canvas, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				

	Often/Always	Sometimes	Rarely/ Not Applicable	Not Sure/ Not Applicable
I am sensitive to the needs of students with diverse backgrounds and experience.				
My materials are culturally inclusive and diverse.				
I provide course materials that are accessible and comply with current standards and practices				
I present information in more than one format: text, audio, hands-on, etc.				
I use varied assessment and/or test formats: scenario-based questions, oral presentations, group projects, video and voice recordings, role-play, simulations, portfolios.				
I provide learning opportunities to keep students motivated: assignments that feel relevant, skill building through games, etc.				
I use guiding language to help students work with content in meaningful ways (e.g., explaining what to look for in an article, video guides, etc.).				
I use antiracist practices (by seeking to acknowledge my own biases and privilege, by looking at student outcome and transforming my teaching and curriculum to close equity gaps, by amplifying minoritized voices, by creating a community of belonging and inclusivity developing community partnerships, etc.).				
I publish my Canvas shells for every course and post my syllabus and grades for easy student access.				
My materials and assessment are designed to help students achieve my course learning outcomes.				

Professional Responsibilities

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor).				
I am a member of a professional organization.				
I keep up with innovations in instructional technology and best practices in online instruction.				
I seek out training and data related to Diversity, Equity, Inclusion and Accessibility.				

X7.2.21.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How have you addressed issues of diversity, equity, inclusion, and accessibility in your work?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities have you completed since your last evaluation, and what activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

Conduct Investigations

29.1.3.2 Prior to conducting any investigatory interview, the District will notify UF by providing a Union Notification Letter (UNL). If the member authorizes disclosure, all communications to the member regarding the investigation **and administrative determination** shall be copied to the UF. If the member does not authorize disclosure, UF will be notified that the member has declined representation.

29.1.9 Closure of Investigation

29.1.9.1 Where allegations are not sustained, the faculty member **and UF, pursuant to Article 29.1.3.2,** shall be provided with written notice that the allegations have not been sustained and confirmation that nothing related to the allegations will be placed in the member's personnel file.

29.1.9.2 Where some or all of the allegations are sustained, the faculty member **and UF, pursuant to Article 29.1.3.2,** shall be provided with written notice summarizing the findings.

STRS Reporting to Reflect New Parity Pay that Includes Office Hours

20.6.1 Full-time Equivalent Hours for Part-Time Faculty: the District reports 525 hours as the full-time equivalent for instructional part-time faculty service, and 1050 hours as the full-time equivalent for non-instructional part-time faculty service.

Effective July 1, 2014, the District will report 594 hours as the full-time equivalent for instructional part-time faculty service, and 1050 hours as the full-time equivalent for non-instructional part-time faculty.

Effective July 1, 2022, the District will report 700 hours as the full-time equivalent for instructional part-time faculty service, and 1050 hours as the full-time equivalent for non-instructional part-time faculty.

In subsequent years, the full-time equivalent hours will be adjusted by the agreed-upon load adjustment factor as follows: lecture weekly hours (15) multiplied by paid weeks per academic year (36) multiplied by Load Adjustment Factor.

Supplemental Sick Leave

Beginning no later than January 1, 2025, Payroll will begin a person-by-person review of sick leave balances and utilizations to retroactively use supplemental sick leave for faculty before basic leave is used, and will recharacterize the balances appropriately moving forward. This work will be ongoing over 2025-2026 (with priority given to any Faculty who separate or retire from the district).

12.7.1 **Basic Sick Leave Entitlement.**

12.7.1.1 Basic Sick leave entitlement of twelve (12) days a contract year shall be credited at the beginning of employment and at the start of each succeeding fiscal year (July 1) to full-time employees and shall accumulate from year to year. Fractional assignments shall receive proportionate leave entitlement.

12.7.2 **Supplemental Sick Leave Entitlement**

12.7.21.1 When working additional contract services supplemental sick leave can be earned as listed below:

12.7.21.2 Sick leave for hourly teaching ("C" and 'A/C' contract) shall be earned at the rate of one (1) hour for each nine (9) hours taught.

12.7.21.3 Sick leave for temporary, "C", or 'A/C' contract counseling shall be earned at the rate of one (1) day for each twenty (20) days service.

12.7.21.4 Sick leave for temporary, "C", or 'A/C' contract service in other categories shall be credited at the rate of one (1) day for each full-time calendar month.

12.7.32. All **basic** sick leave shall be accumulated into one (1) entitlement for each employee. **Any earned supplemental sick leave is specific to the employee who earned it and may be utilized for any absence by that employee only. and all leave used shall be charged against the same account.**

12.7.43 Sick leave shall be charged against the employee's entitlement at the rate of one (1) day or one (1) hour sick leave charged for each calendar day or

hour absent, as applicable. Sick leave charged for partial day absences shall be computed according to the percentage of the week's assigned classes missed or the portion of the day's classes missed, whichever is the lesser amount. If office hours are missed, whether or not those hours are the faculty member's only assignment for the day, 1/8 (.125) of a day of sick leave shall be deducted for each office hour missed. District "Procedures For Calculating Sick Leave For Full Time Faculty" shall be used in calculating sick leave.

- 12.7.54 Employees must be in active employment or on paid leave to earn or use sick leave. Employees on extended illness leave are eligible to earn or use sick leave whether or not they have reported for work on the first (1st) day of the school year. Sick leave may be applied only on those days when the employee is required to report for duty but cannot do so because of illness or injury. Employees who become ill or who are injured, but who are not required to report, may not be charged sick leave credits.
- 12.7.65 Members of the unit quarantined by a public health officer because of the illness of another shall receive full pay and shall not have the absence charged against their accumulated sick leave.
- 12.7.76 Leave for maternity-related disability shall be in accordance with statutory requirements.
- 12.7.87 Credit for sick leave of absence need not be accrued prior to taking sick leave by the unit member, and, such leave may be taken at any time during the fiscal year, not to exceed the balance of the unit member's sick leave entitlement through June 30 of that fiscal year.
- 12.7.98 Any unit member who is on paid status while on sick leave, or other paid leave, shall continue to earn all leave benefits to which entitled if employed full-time. A unit member who is on other leaves of absence without pay shall retain all accumulated sick leave benefits, but shall not accrue any additional sick leave benefits during such periods of absence.
- 12.7.109 When a unit member has exhausted his/her sick leave benefits and is absent from work because of illness or accident for a period of five (5) school months or less, whether or not the absence arises out of or in the course of the employment of the unit member, the unit member shall receive the difference, if any, between a substitute's salary, if hired, and

his/her regular salary during the period of such absence to a maximum of five (5) school months within the regular college year.

- 12.7.110 Sick leave credit received by transfer from the previous employer of a new unit member shall be accepted pursuant to the provisions and limitations provided in the Education Code.

It shall be the responsibility of the unit member to notify the Chancellor's Office, in writing, of the name and address of the District by whom he/she was last employed and request credit for the accumulated leave of absence for illness or injury to which he/she is, or was, entitled at the time of separation.

- 12.7.121 All sick leave rights or accumulations shall be cancelled when a full-time unit member severs all official connection with the District as an employee, except that accumulated **basic** sick leave, **up to twelve (12) days per full-time year worked**, may be transferred to a subsequent employing District, **or submitted to CalSTRS for retirement**, upon request pursuant to the provisions of the Education Code.

Duration

30.1 **DURATION:** The parties agree that the current contract including all side agreements and the negotiated changes become the successor contract for **2022-2023, 2023-2024, and 2024-2025 expiring June 30, 2025. 2024-2025, 2025-2026, and 2026-2027 expiring June 30, 2027.**

30.2 **REOPENING:** During the **2023-2024 and 2024-2025 2025-2026 and 2026-2027** fiscal years, the contract is subject to re-openers. Each party may designate up to two articles each year to be reopened (excluding compensation and the District's contribution towards benefits in **2023-2024 the 2024-2025** fiscal year, **unless a trigger within this agreement allows for reopening on total compensation**). In addition, negotiations on total compensation for **2025-2026 and 2026-2027 2024-2025** will open automatically in **spring of 2025. 2023-2024.;**

30.2.1 The following articles/issues will automatically reopen:

- Evaluation of online synchronous classes
- Article 17, "Evaluation of Faculty," and Appendix X, to focus on Student Evaluations (evaluate pilot program and next steps)
- Part-Time Parity Plan Phase 3 2 (including possible shifts to pay per load for full-time overload and part time non-classroom assignments; and other implementation of pay per load issues)
- Flex Reporting and Activities (Appendix A)
- Benefits (including possible implementation of new High-Deductible Plan and HSAs as well as possible changes to part-time faculty health insurance benefits-)
- Article 7 Connected to Ongoing Work of the Load Task Force and 7.10 Faculty Responsibilities
- Intellectual Property Rights Side-Letter Templates
- Hiring (including possible changes to the uniform selection guide and possible changes to EEO on hiring committees)
- Article 27 "Distance Education"
- Article 25 "Part-Time Staffing Preference"