



**COLLEGE
OF THE
REDWOODS**

Redwoods Community
College District and
College of the Redwoods
Faculty Organization

■ **Collective
Bargaining
Agreement**

■ July 1, 2001 through June 30, 2004

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

Effective July 1, 2001 through June 30, 2004

This agreement is the result of collegial negotiations involving administrative representatives of the Redwoods Community College District and faculty representatives of the College of the Redwoods Faculty Organization. Working as a single team, these representatives participated in more than 150 hours of formal negotiation over a period of six months conducted according to the California Foundation for Improvement of Employer-Employee Relations' (CFIER) principles of interest-based collective bargaining. The negotiation team wishes to acknowledge the efforts of everyone involved in making this agreement possible.

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ARTICLE I
PREAMBLE

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

ARTICLE II
RECOGNITION

- 2.1 The District hereby recognizes that CRFO is the exclusive representative for the employees in the representation unit, which is composed of all faculty and associate faculty.

ARTICLE III
WAGES AND WORKING CONDITIONS

3.1 Definitions:

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

3.2 Minimum class size:

- 3.2.1 Minimum class size shall be twenty for all lecture, laboratory, and seminar classes.
- 3.2.2 Independent study and research classes are not subject to this minimum.
- 3.2.3 Exceptions to this minimum may be authorized by the Vice President, Academic Affairs or the appropriate Campus Vice President. Exceptions may include but are not limited to courses required for graduation; courses required in a major or in career subject areas; courses offered irregularly based on enrollment and need, limited classroom or laboratory facilities, campus size and geographical location; experimental or pilot programs, statutory and state regulations mandating class size; and a class of unanticipated small size as an unreassignable part of the faculty member's regular load.

3.3 Workload measures:

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

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

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

5 3cu Lecture

- 3.3.1.1 The standard workload for teaching faculty is 22.5 TLUs per semester or 45.0 TLUs during the academic year. If mutually agreed to by the faculty member and the administration, part of the 45.0 TLUs may be completed during the winter session.

34.4 weeks

3.3.1.2 The workload for nonteaching faculty is measured in work hours. The standard workload for nonteaching faculty is 1,204 work hours during the year and will not exceed 35 hours/week. Unless otherwise mutually agreed to by the faculty member, the department faculty, and the administration, work hours for nonteaching faculty will not be scheduled on weekends or holidays. ~~Summer?~~

Unless otherwise mutually agreed to by the faculty member, the department faculty, and the administration, work hours for nonteaching faculty appointed prior to August 1, 1992, will be scheduled between August 15 and Commencement. By similar mutual agreement, a maximum of 35 hours of the 1,204 work hours may be scheduled outside of this time period. These 35 hours or portion thereof will be scheduled on a minimum of two consecutive weekdays.

Semesters
16 weeks Fall
16 weeks Spring
Winter 2.5
34.5
5.2 weeks
1 week summer?

(The work hours of nonteaching faculty appointed after August 1, 1992, will be scheduled over the fiscal year (July 1 through June 30).

PRO RATA sheet

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

3.3.2 Associate Faculty: Associate faculty will not be assigned a teaching load in excess of 60 percent of a full-time equivalent workload in any academic year.

3.4 Academic Calendar: The academic calendar will be negotiated annually by CRFO and the administration and agreed to by December 15.

3.5 Temporary Assignment Changes: Temporary changes (of one year or less) in an individual faculty member's work year may be made by the appropriate Vice President/Campus Vice President, with the voluntary consent of the faculty member involved. Permanent changes in a faculty member's work year must be negotiated with CRFO.

3.6 For the purposes of calculating wages, fee-based, non-FTES-generating classes and noncredit contract classes are excluded from this section of the agreement.

3.7 Teaching faculty with underloads:

3.7.1 If a full teaching load is not available for a teaching faculty member, the faculty member and his/her supervisor will determine additional activities to meet the faculty member's workload obligation. This workload change must be approved by the Vice President or appropriate Campus Vice President. Underload assignments will be made at the discretion of the District; and may include activities outside the faculty member's academic discipline that he/she is qualified to perform and that will normally be completed during the current or following semester.

SATURDAYS = FLEX DAYS? AUG 21, JAN 22



COLLEGE
OF THE
REDWOODS

ACADEMIC CALENDAR 2004-2005

SYMBOL CODES

- ◻ Classes Begin ◯ Final Exams
- ◻ Classes End ◻ Convocation
- ▷ Holiday ✨ Commencement
- ▽ Flex Days ◁ No Classes

16 wks

FALL SEMESTER 2004

| AUGUST 2004 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

- Flex Day Aug 18
- Convocation Aug 19 and 20
- Flex Days Aug 19, 20, and 21
- Classes Begin Aug 23
- All-college Holiday (Labor Day) Sep 6
- Census Day Sep 7
- All-college Holiday (Veterans' Day) Nov 12
- All-college Holidays (Thanksgiving) Nov 25 and 26
- No classes Nov 27
- Final Exams Dec 6-11
- Classes End Dec 11
- Winter Break (Faculty) Dec 13-Jan 21
- All-college Holidays Dec 20-24 and Dec 31

16 wks

| JANUARY 2005 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| FEBRUARY 2005 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| | | | | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

WINTER SESSION 2005

- Classes Begin Jan 3
- All-College Holiday (Martin Luther King, Jr.) Jan 17
- Classes End (Final Exams) Jan 21

| MARCH 2005 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

SPRING SEMESTER 2005

- Flex Day Jan 22
- Classes Begin Jan 24
- Census Day Feb 7
- No Classes (Lincoln Day) Feb 18
- All-college Holiday (Presidents') Feb 21
- No Classes (Spring Break) Mar 14-19
- Final Exams May 16-21
- Classes End May 21
- Commencement (Del Norte) May 20
- Commencement (Eureka and K-T) May 21
- Commencement (Mendocino) May 22
- All-college Holiday (Memorial Day) May 30

| APRIL 2005 | | | | | | |
|------------|----|----|----|----|----|----|
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| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| MAY 2005 | | | | | | |
|----------|----|----|----|----|----|----|
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| SEPTEMBER 2004 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| OCTOBER 2004 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| NOVEMBER 2004 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| DECEMBER 2004 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| | | | | | | 3 |
| | | | | | | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

79 DAYS
TOTAL + 1 FLEX DAY = 80

160
DAYS

79
+ 1 FLEX
80



COLLEGE
OF THE
REDWOODS

ACADEMIC CALENDAR 2004-2005

SYMBOL CODES

- Classes Begin Final Exams
- Classes End Holiday

JUNE 2005

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

5/25/04

SUMMER SESSION 2005

Summer Session Begins June 6
 All-college Holiday (Independence Day) July 4
 Summer Session Ends (Final Exams) Aug 11

AUGUST 2005

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

58
49

43

JULY 2005

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

5/25/04

35 hrs / wk = 7 hrs / day

160 days x 7 hrs = 1120 hrs

Contract requires 1204 hrs. 178 days

84 extra hrs -
12 extra days

16 wks Fall
16 wks Spring
2.5 wks Winter

34.5
2.5 Summer

80
80
14 days

174
43 days

217
Teaching days per fiscal year

1204 hrs ÷ 217 days = 5.5 hrs per day

3.8 While faculty assignments will not normally be changed after the beginning of a semester except in cases of low enrollment or underloads, the District reserves the right to change assignments during the semester upon a reasonable determination by the District that such a change is necessary to protect the integrity of instruction, the effectiveness of college operations, or the health and safety of students, faculty, and staff. The administrator must communicate to the faculty member the reasons for the reassignment. The faculty member shall receive written rationale upon request.

3.9 Additional faculty responsibilities:

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

3.9.2 In addition to his/her regular assignment, a faculty member is expected to engage in at least two college service activities as part of his/her professional responsibilities. Committees/activities approved to meet these requirements are as follows:

- List of Committees compiled by the Academic Affairs Office
- List of Committees compiled by the Academic Senate \triangleleft
- Accreditation committees
- Personnel hiring/screening committees
- Committees or other assignments established by the Vice Presidents and Campus Vice Presidents
- Committees/activities approved by mutual consent of CRFO and the District

3.10 Additional Associate Faculty Responsibilities:

3.10.1 A regular part of an associate faculty member's assignment is to provide guidance and advice to students throughout the academic year.

3.11 Initial Placement of Faculty Whose Employment Agreement Begins after June 30, 2001:
Placement of all faculty will be determined by Class (column) and Step as described below:

Class I – without a Master's Degree

Class II – Master's Degree

Class III – Master's Degree plus 50 units beyond a Bachelor's Degree

Class IV – Master's Degree plus 70 units beyond a Bachelor's Degree or earned Doctorate Degree

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

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

- 3.11.3 Up to six Steps may be credited to a faculty member for full-time nonteaching professional experience and will be computed as follows: One Step for each two years' of experience.
 - 3.11.4 Up to eight Steps may be credited to a faculty member for prior teaching experience.
 - 3.11.4.1 Credit for college teaching experience will be computed as follows: One Step for each one year of experience.
 - 3.11.4.2 Credit for high school teaching experience will be computed as follows: One Step for each two years' of experience.
 - 3.11.5 For any initial placement, no matter the combination, maximum placement is Step 8
 - 3.11.6 Documentation that may affect initial placement must be submitted within 30 days of signing the initial Employment Agreement.
- 3.12 Placement of all associate faculty will be determined by Class (column) and Step as described below:
- Class 0 – Below Class I
 - Class I – Bachelor's Degree plus 8 years of relevant professional experience
 - Class II – Master's Degree
 - Class III – Master's Degree plus 50 units beyond a Bachelor's Degree
 - Class IV – Master's Degree plus 70 units beyond a Bachelor's Degree or earned Doctorate Degree
- 3.12.1 For all Classes, all degrees and units must be from regionally accredited (or equivalent) institutions of higher education.
 - 3.12.2 For Classes III and IV, all units beyond a Bachelor's Degree must be upper division or graduate level semester units (or equivalent) earned subsequent to the granting of the Bachelor's Degree.
 - 3.12.3 Initial placement of associate faculty whose employment agreement begins after June 30, 2001, will be in Step 1 in Classes 0, I, or II.
 - 3.12.4 Associate faculty who were placed on the Associate Faculty Salary Schedule prior to July 1, 2001, will move from their current Class and Step to the corresponding Class and Step on the new salary schedule effective July 1, 2001. (Schedule B)
 - 3.12.5 Associate faculty who were on Step 1, Class III or IV on June 30, 2001, will move to Step 1, Class II on the Associate Faculty Salary.
 - 3.12.6 Documentation that may affect initial placement must be submitted within 30 days of signing the initial Employment Agreement.

*Weld
For
Academic Yr*

- 3.12.7 Class placement will be adjusted after the completion of 45 TLUs with the District and thereafter when sufficient additional course credits have been earned.
- 3.12.8 Each Step increase requires the completion of an additional 45 TLUs.
- 3.13 Salary: The District and CRFO share the goal of increasing the faculty salaries and the District-wide load beyond the state average based on mutually agreed upon methodology.
 - 3.13.1 Faculty members will be paid an annual salary based on education and experience, according to the faculty salary schedule.
 - 3.13.1.1 Effective July 1, 2001, faculty members will be paid according to Schedule A. Placement on the schedule will be as follows: Faculty members will move from their current cell to the cell with the same Class and Step on Schedule A. All faculty members will then immediately progress to their next Step.
 - 3.13.1.2 Effective July 1, 2002, faculty members will be paid according to Schedule A after it has been adjusted by the percentage included in the 2001-02 State Budget Act as the cost-of-living adjustment (COLA) for community colleges unrestricted programs plus 1½ percent.
 - 3.13.1.3 Effective, July 1, 2003, faculty members will be paid according to Schedule A, in effect on July 1, 2002, after it has been adjusted by the percentage included in the 2002-03 State Budget Act as the cost-of-living adjustment (COLA) for community colleges unrestricted programs plus 1½ percent.
 - 3.13.2 Salary for faculty will be paid in twelve equal installments. Payments will be made at the end of each month of the fiscal year, on the last day that the central administrative office of the District is open for business. The balance of the annual installments will be paid by the end of June.
 - 3.13.3 Schedule Advancement: Faculty will advance one Step per year of paid service with the District. With appropriate further education, faculty shall advance to a higher Class.
 - 3.13.4 Associate faculty will be paid per TLU based on the associate faculty salary schedule.
 - 3.13.4.1 Effective July 1, 2001, associate faculty will be paid according to Schedule B, which is based on a TLU rate, and is 58 percent parity of the Faculty Salary Schedule A.
 - 3.13.4.2 Effective July 1, 2002, associate faculty will be paid according to Schedule B, which is based on a TLU rate, and is 59 percent parity of the Faculty Salary Schedule A in effect on July 1, 2002.

3.13.4.3 Effective July 1, 2003, associate faculty will be paid according to Schedule B, which is based on a TLU rate, and is 60 percent parity of the Faculty Salary Schedule A in effect on July 1, 2003.

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

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

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

3.13.5 Stipends:

3.13.5.1 An annual stipend of \$1,500 per full-time assignment shall be paid for all faculty members who have an earned doctorate degree. Faculty members on reduced load shall receive a prorated portion of the stipend.

3.13.5.2 For additional duties beyond normal faculty assignments, coaches will be paid a stipend according to Schedule C.

3.13.5.3 Special Assignments Stipend: For special assignments in addition to their regular responsibilities, faculty members or associate faculty members may receive stipends in addition to their salaries. Stipends for individual assignments will be negotiated between the administration and CRFO. Levels of stipends are specified in Schedule C.

3.13.6 The District may create special additional salary supplements for faculty members through an Endowed Faculty Chair Program. The funding would come from privately endowed foundation funds.

3.13.6.1 Recipients of these special additional salary supplements will be selected by a committee of three members. One member of the committee shall be appointed by the District, one by the Academic Senate, and one by the grantor. The Human Resources Officer shall convene the committee.

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

1. Teaching faculty - 45 TLUs or equivalent per academic year
2. Nonteaching faculty - 35 hours per week or 1,204 hours per year or equivalent

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

Overload for a faculty member will be compensated per TLU at .0125 times the amount of the faculty member's current annual salary. The TLU rate so determined shall be converted to the equivalent hourly rate by dividing by a factor of 21.6 for a nonteaching assignment, by 12 for lecture classes, and by 18 for lab classes. A maximum overload will be 15 TLUs per academic year except with prior written approval of the Vice President/Campus Vice President. Winter Session and Summer Session work is not included in the 15 TLU limit for faculty. Overload pay will be paid no later than the April 10 supplemental payroll, provided that all required documentation and approvals are received in the Payroll Office before March 31.

Faculty who have a full-time, nonteaching assignment, who also elect to teach an overload, will be paid for that overload on a monthly basis. The Vice President or Campus Vice President may also approve monthly payments or early payment for faculty in special circumstances, such as those teaching short-term classes or small portions of regular classes or those who have a verifiable hardship and whose classes are all certain not to be canceled. Requests for approval of monthly or early payment must be made, in writing, to the Vice President or Campus Vice President. Except for the situations listed above, the normal practice of the District will be to pay overload no later than the April 10 supplemental payroll.

- 3.14.1 Classes eligible for overload will be determined on a semester-by-semester basis by the appropriate administrator.
 - 3.14.2 Faculty members may request overload assignments. If such a request is denied by the appropriate administrator, that administrator must communicate to the faculty member the reasons for the denial. The faculty member shall receive written rationale upon request.
 - 3.14.3 Overload assignments shall be voluntary. Distribution of overload shall rotate among eligible department members who desire overload. In the event that insufficient overload exists to meet demand, the most senior, full-time department member shall be granted the first choice of one overload assignment unless said member had overload in the prior semester, in which case the next most senior, full-time member shall receive first choice of one overload assignment. This formula and seniority pattern shall be followed to allow all department members to share equally in available overload.
- 3.15 Load banking: A faculty member is allowed to teach additional classes above the normal class load. Nonteaching faculty are allowed to teach, counsel, or perform other duties for the District for which they are qualified, beyond their regular obligations. Nonteaching hours will be converted to TLUs using the formula established in section 3.14. In lieu of payment for this overload, the faculty member may elect to bank those TLUs for future use as released time.
- 3.15.1 The banked TLUs will be accumulated at a rate of 100 percent of the actual TLUs worked.
 - 3.15.2 The frequency of released time under this article shall be no more than one semester (or its equivalent) out of every three years.
 - 3.15.3 Banked TLUs may not be accumulated and used in the same semester.

- 3.15.4 Each semester a faculty member wishing to bank TLUs must complete a "banking application," which includes approval by his/her Department Chair and the appropriate Dean, Vice President, or Campus Vice President. This completed form is submitted to the Human Resources Office.
- 3.15.5 No more than 22.5 TLUs can be accumulated.
- 3.15.6 If a class being banked is canceled, the banking is canceled and the faculty member is paid for the classes that met.
- 3.15.7 A faculty member who does not carry a full load in any semester will withdraw any accrued TLUs, at the rate earned, from the bank to complete the load.
- 3.15.8 The faculty member must apply for banked time off at least one month before the class schedule development deadline.
- 3.15.9 Banked TLUs may not be held for more than five years. If the faculty member does not take the time off by the eleventh semester after the banking began, he/she will be paid for that time at the hourly rate in effect at the time the TLUs were banked, using a "first in, first out" approach. If denied by administration, the faculty member will get a one-year extension.
- 3.15.10 Prior to taking time off, the following must be certified by the faculty member, Dean, and the appropriate Vice President or Campus Vice President:
 - 3.15.10.1 The program will not be jeopardized by the absence of the faculty member, and
 - 3.15.10.2 Competent staff are available to teach the classes/provide the services vacated by the faculty member.
 - 3.15.10.3 If the requested time off is denied by administration, the faculty member will get a one-year extension.
- 3.15.11 In the event the faculty member is no longer employed by the District, the banked TLUs will be paid to the individual or his/her estate.
- 3.16 Cooperative education coordination: Associate faculty members shall receive compensation for performing off-campus coordination of students who are enrolled in Cooperative Education programs. Assignments for Cooperative Education Coordination are voluntary and upon application by associate faculty members will be made by the Vice President/Campus Vice President.
 - 3.16.1 Compensation for coordination: Coordinators will be compensated for each cooperative education student assigned to that associate faculty member. Compensation will be made periodically, providing all required forms are submitted. The compensation rate shall be \$50.00 per student per semester for students enrolled in Cooperative Education and working at off-campus job sites.

- 3.17 Independent study: Faculty members shall not be paid for independent study.
- 3.18 Faculty Administrative Activities: For faculty performing administrative activities, a minimum of 4.5 TLUs in nonteaching load credit will be allocated per semester to each department as defined in Schedule D. These activities include but are not limited to:
- class scheduling
 - curriculum coordination and planning
 - addressing student problems or concerns
 - recruiting and selection of associate faculty
 - serving as department spokesperson
 - organizing and conducting department meetings
 - overseeing department budgets
 - coordinating department activities with other campuses
- 3.18.1 The allocation of nonteaching load credit for faculty administrative activities beyond the 4.5 TLU minimum will be established by the mutual agreement of the administration, CRFO, and the faculty in the department.
- 3.18.2 Voluntary Assignment: The acceptance of responsibility for faculty administrative activities for which nonteaching load credit is granted is by the mutual agreement of the faculty member and the appropriate administrator.
- 3.18.3 Evaluation: The quality of a faculty member's performance in activities for which nonteaching load credit is provided will be evaluated as part of the faculty evaluation process.
- 3.19 CRFO nonteaching load credit: The District will grant 18 TLUs of nonteaching load credit to CRFO for distribution as their Executive Committee determines. The approval and use of this nonteaching load credit for a faculty member is subject to the approval of the faculty member's supervisor. CRFO will have the option to purchase up to another 9 TLUs at the faculty overload pay rate. The approval and use of this additional nonteaching load credit is also subject to the approval of the faculty member's supervisor.
- 3.20 New Faculty Nonteaching Load Credit: In order to provide time for mentoring and staff development for new faculty members, all tenure-track faculty members shall receive 1.5-4.5 TLUs of nonteaching load credit during their first year of employment. The purpose of this nonteaching load credit is to allow participation in in-service training programs. The exact amount of nonteaching load credit for, and type of, in-service training will be determined by the administration in consultation with the mentor and the faculty member and will depend upon the individual's schedule variables. In addition, new first-time faculty will not normally carry overload schedules and shall be excused from student advising and committee assignments for the first year of employment. Administrators reassigned as faculty will not normally be provided nonteaching load credit for in-service training, but exceptions may be approved by the President/Superintendent.

- 3.21 Large-class format: Additional TLUs will be provided to faculty and associate faculty who teach very large classes.
- 3.21.1 Courses will be offered in the large-class format only by the mutual agreement of the faculty/associate faculty member and the Vice President, Academic Affairs, or Campus Vice President and if approved for large-class format by the Curriculum Committee. Courses may be offered in the large-class format no more than once prior to being approved by the Curriculum Committee.
 - 3.21.2 All proposals to offer courses in the large-class format must address the issue of quality and include safeguards to ensure that the number of students does not cause a deterioration in academic quality.
 - 3.21.3 For courses designated to be taught in the large-class format, the percent of the normal TLUs will be allocated to the course based on the number of students who are officially enrolled in and attending class at the end of the second week of classes as defined in Schedule E.
 - 3.21.4 The TLUs for the large-format classes may be shared among two or more faculty/associate faculty members or may all be allocated to a single faculty/associate faculty member.
 - 3.21.5 The TLUs for large-format classes may be part of a faculty member's regular load or may be carried as an overload, except for associate faculty.
 - 3.21.6 If classes planned as large format do not enroll the required number of students and if this causes an underload for a faculty member, the underload will be made up in the usual ways provided for in the collective bargaining agreement.
 - 3.21.7 If required, readers or aides will be provided to assist faculty/associate faculty teaching large-format classes. Two hours of assistance per week will be provided for classes of 60-85 students, four hours of assistance per week will be provided for classes of 86 and 110 students, and six hours of assistance per week will be provided for classes of 111 students or more. A greater or lesser number of hours may be allocated, depending on circumstances and by the mutual agreement of the faculty/associate faculty member and the Vice President, Academic Affairs/Campus Vice President.
 - 3.21.8 Combined classes may not be eligible for large-class format, as defined here, except for the combined lecture of a science or health occupation lecture/lab course or other combined classes approved by the Vice President, Academic Affairs/Campus Vice President.
 - 3.21.9 No courses offered by means of distance education technology will be eligible for large-class format as defined above.

- 3.22 Distance Education Instruction: Distance education instruction is defined as instruction in which the faculty/associate faculty member and the students are separated by distance and interact through the assistance of communication technology.
- 3.22.1 Faculty members may agree to teach courses using distance education instruction on a voluntary basis. The scheduling of a faculty member to teach such courses will be by mutual agreement of the faculty member, his/her department, and the administration. The District may employ new faculty members with the understanding that their regular schedule may include assignments in distance education instruction, provided the job announcement and the faculty member's employment agreement so indicates.
- 3.22.2 A faculty/associate faculty member may receive additional TLU credit for developing course materials for distance education instruction and/or teaching a course using distance education technology. The amount of additional credit will not exceed the standard TLU value of the course and will be negotiated on an individual basis between the faculty/associate faculty member and the administration, in consultation with a designated representative of CRFO.
- 3.22.3 Instructional materials developed by a faculty/associate faculty member on his/her own time using no District funds or other District resources are the property of the faculty/associate faculty member. Instructional materials produced by a faculty/associate faculty member in exchange for additional compensation or released time are the property of the District unless otherwise agreed upon by the District and the faculty/associate faculty member. The ownership of other instructional materials developed by a faculty/associate faculty member in his/her capacity as an employee of the District is determined by individual agreement between the faculty/associate faculty member and the District. Electronic recordings of a faculty/associate faculty member's lectures, performances, or other presentations will not be used by the District for any purpose without the consent of the faculty/associate faculty member. Any agreement for the use of such recordings will be negotiated on an individual basis between the faculty/associate faculty member and the administration, in consultation with a designated representative of CRFO.
- 3.23 Weekend Classes: A faculty member may agree to and accept a schedule that includes Saturdays and/or Sundays. The District may employ new faculty members with the understanding that their regular schedule may include assignments on Saturdays and/or Sundays, provided the job announcement and the faculty member's employment agreement so indicate.

ARTICLE IV LEAVES

- 4.1 Calculation of leave usage: Deductions will be made proportionate to assignments, in one-quarter-day increments, regardless of how many hours were actually involved. For example, if a faculty member misses an entire day's assignment, he/she will be charged one full day. If a faculty member misses one half of an entire day's assignment, the deduction will be one-half day.
- 4.2 Sick leave: Each faculty member of the District shall be granted ten days of accident or sick leave for each year of employment by the District.
 - 4.2.1 Any faculty member who has been an employee of a California school district for a period of one school year or more and who accepts an academic position with the Redwoods Community College District at any time within the succeeding school year in which the previous employment is terminated shall be credited with unused accumulated sick leave acquired at his/her previous district of employment. The amount of accumulated sick leave must be verified by the previous district within one year of initial employment.
 - 4.2.2 Sick leave for associate faculty: Each associate faculty member shall earn two days of non-cumulative sick leave each semester.
 - 4.2.3 Sick leave reporting: Absence will be reported by the faculty/associate faculty member each day to the appropriate administrator before the usual reporting time except in an emergency. The faculty/associate faculty member will keep his/her administrator informed as to when he/she expects to return. When reasonably required by the District, faculty/associate faculty members will provide a physician's release to return to work or will provide reasonable verification of the reasons for any absence of more than one day.
- 4.3 Industrial accident or illness leave: A faculty member sustaining an industrial accident or illness who is unable to return to work shall be eligible to receive his/her regular paycheck under the Industrial Accident or Illness Leave for up to 60 working days if he/she has been an employee of the District for three consecutive years. The following regulations shall apply:
 - 4.3.1 Allowable leave shall be for 60 days during which the schools of the District are required to be in session or when the faculty member would otherwise have been performing work for the District in any one fiscal year for the same industrial accident.
 - 4.3.2 Allowable leave shall not be accumulated from year to year.
 - 4.3.3 Industrial accident or illness leave shall commence on the first day of absence.

- 4.3.4 When a faculty member is absent from his/her duties as a result of an industrial accident or illness, he/she shall be paid such portion of the salary due him/her for any month in which the absence occurs that when added to his/her temporary disability indemnity under Division 4 or Division 4.5 of the Labor Code will result in a payment to him/her of not more than his/her full salary.
- 4.3.5 Industrial accident or illness leave shall be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.
- 4.3.6 When an industrial accident or illness leave overlaps into the next fiscal year, the faculty member shall be entitled to only the amount of unused leave due him/her for the same illness or injury.
- 4.3.7 Upon termination of the industrial accident or illness leave, the faculty member shall be entitled to the benefits provided in Education Code Sections 87780, 87781, and 87786, and for the purpose of each of these sections, his/her absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the faculty member continues to receive temporary disability indemnity, he/she may elect to take as much of his/her accumulated sick leave which, when added to his/her temporary disability indemnity, will result in a payment to him/her of not more than his/her full salary.
- 4.3.8 During any paid leave of absence, the faculty member shall endorse to the District the temporary disability indemnity checks received on account of his/her industrial accident or illness. The District, in turn, shall issue the faculty member appropriate salary warrants for payment of the faculty member's salary and shall deduct normal retirement and other authorized contributions.
- 4.3.9 Any faculty member receiving benefits as a result of this section shall, during periods of injury or illness, remain within the State of California unless the Board of Trustees authorizes travel outside the state.
- 4.4 Bereavement leave: Absence due to death in the immediate family of the faculty member not to exceed three days (five days if out of state) shall be granted without loss of pay. Members of the immediate family as used here means the mother, father, grandmother, grandfather, or grandchild of the faculty member or of the spouse or domestic partner of the faculty member; and the mother's or father's spouse or domestic partner, spouse or domestic partner, son, son-in-law, daughter, daughter-in-law, brother, or sister of the faculty member; and the spouse or domestic partner's son, son-in-law, daughter, daughter-in-law, brother, or sister; or any relative living in the immediate household of the faculty member.
- 4.4.1 Associate Faculty: Absence due to death in the immediate family as described in Section 4.4 shall be granted without loss of pay for up to three consecutive days.
- 4.5 Jury duty: Faculty members called for jury duty or to serve as a witness when subpoenaed shall receive their regular salary during the required period of absence from duty, less such remuneration (excluding mileage) as they shall receive for their service.

- 4.6 Family leave: Family leave will be provided to faculty members who have one year of continuous full-time service during the previous twelve months, in accordance with established law.
- 4.7 Personal necessity leave: Faculty members may use up to six days of personal necessity, and associate faculty members may use up to two days of personal necessity to be used as follows and charged to available sick leave.
 - 4.7.1 Death or serious illness of immediate family member as defined in Section 4.4.
 - 4.7.2 Accident to self or family member.
 - 4.7.3 Court appearance as party or witness.
- 4.8 Leave without pay or benefits: Absence may be granted by the Board of Trustees for the following reasons:
 - 4.8.1 Education, academic advancement, or study.
 - 4.8.2 Personal reasons.
 - 4.8.3 Travel.

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

- 4.9 Personal Use Day: The District will grant faculty members two personal use days per year, subject to prior written approval of their administrative supervisors, in addition to other forms of leave. There will be no carrying forward of unused days. Except under extraordinary circumstances, personal use days shall not be used during convocation or commencement.
- 4.10 Sabbatical leave procedure:
 - 4.10.1 Purposes: A sabbatical leave shall be granted to faculty members for study, travel, research, related work experience, or any program or activity that will contribute to professional growth, thereby benefiting the District, the District's students, and employees.
 - 4.10.1.1 Sabbatical leaves for study: If the sabbatical leave is for the purpose of study, a planned program of courses or a special project will be submitted for approval by the Sabbatical Leave Committee.
 - 4.10.1.2 Sabbatical leaves for travel: Sabbatical leave for the purpose of travel will normally be approved only if the proposed travel program incorporates a plan of study or research in an area related to the applicant's field of work. Applicants will submit a detailed itinerary and program for approval by the Sabbatical Leave Committee with a statement of the objectives of the plan.

- 4.10.1.3 Sabbatical leaves for related work experience: Sabbatical leaves may be granted for engaging in a work experience program directly related to the faculty member's teaching assignment or administrative activities. Applicants will submit a detailed plan of their proposed program, which will include the company or agency with which they will be associated and explicit details of the work activities to be engaged in, together with the resulting proficiencies to be gained.
- 4.10.2 Guidelines:
 - 4.10.2.1 Priority in the selection of applicants for sabbatical leave shall be given primarily in terms of the value of the leave to the District as a whole. In estimating the value of the leave to the District, its worth shall be judged not only in terms of immediate worth, but also in terms of what the applicant may contribute following his/her return to the District, through classroom teaching, leadership, curriculum development, teaching methods, or administrative duties.
 - 4.10.2.2 Unless the Board of Trustees approve a larger number of sabbatical leaves, five percent of the total number of faculty members may be granted leave in any one fiscal year. (Administrators are not included in this percentage and are not part of these guidelines.)
 - 4.10.2.3 A minimum of \$60,000 will be allocated annually to support the sabbatical leave program.
 - 4.10.2.4 All departments of the District shall be given equal consideration in determining priority.
- 4.10.3 The Sabbatical Leave Committee shall consider the merits of each application, as follows:
 - 4.10.3.1 Twenty-five percent based on service to Redwoods Community College District: Such service is determined on the basis of committee work, participation in shared governance or instructional improvement activities, or other activities beneficial to the District.
 - 4.10.3.2 Seventy-five percent based on the worthiness of the sabbatical leave proposal: All other considerations being equal, the Sabbatical Leave Committee shall give consideration to any extenuating circumstances and to the past service given to the District by the individuals.
 - 4.10.3.3 Any ties shall be decided by lot.
- 4.10.4 Eligibility:
 - 4.10.4.1 Sabbatical leave must be preceded by at least six consecutive years of employment, all of which shall have been served as a faculty member of the Redwoods Community College District.

- 4.10.4.2 Leaves authorized by the Education Code and granted by the Board of Trustees will not interrupt the six-year sequence. However, there must be at least a total of six years of actual employment.
- 4.10.5 Application:
- 4.10.5.1 Persons eligible for and desiring a sabbatical leave shall apply on the "Application for Sabbatical Leave" form obtained from the President/Superintendent's Office. Each application must be submitted with Part A completed.
- 4.10.5.2 The application shall be filed with the President/Superintendent during the month of November of the academic year prior to desired leave time. All applications shall be forwarded from the President/Superintendent to the Sabbatical Leave Committee during the first week of December for their processing.
- 4.10.5.3 The Sabbatical Leave Committee shall process the applications and hold a personal interview with each worthy applicant. It may reject those applications not considered worthy. Upon completion of the screening process, the worthy applicants shall be listed in order of the recommendation for leave. This shall be accomplished and returned to the President/Superintendent by January 21. The President/Superintendent shall review the list and submit his/her recommendations for approval and disapproval to the Board for its action at the first Board meeting in February.
- 4.10.5.4 Those not receiving leave because of the restriction of the number on leave shall be considered alternates in the order listed. In the event that an applicant who has been granted leave cannot take his/her leave, the alternate list will be used to select a replacement. In no case will an alternate be appointed to fill a vacant leave position after May 1 unless he/she can furnish the District with an acceptable replacement for his/her proposed term of absence. In no case will a vacancy be filled after September 1. Either or both of these last two restrictions may be waived if the Vice President/Campus Vice President determines that no replacement will be required.
- 4.10.5.5 The list of applicants shall be valid for the one year under consideration. In no way does a position on the list have any implication for future listings. Applications must be resubmitted each year to be considered for leave.
- 4.10.6 Faculty Member's Commitment:
- 4.10.6.1 Acceptance of leave implies an obligation to return as a full-time Redwoods Community College District faculty member for at least two years following return from leave.

- 4.10.6.2 Should the faculty member return for one year only, then he/she assumes the responsibility to repay the District one-half of the remuneration paid during leave. Two years return to full-time duty shall remove any obligation or commitment to the District as regards to the sabbatical leave.
- 4.10.6.3 The faculty member's commitment agreement as stated in the application shall be in lieu of the faculty member's posting bond.
- 4.10.6.4 The faculty member's obligation shall be exonerated in the event that failure of the faculty member to return and render two years of active service is caused by the death or the physical or mental disability of the faculty member.
- 4.10.6.5 Within sixty days of his/her return to District service, each faculty member shall file with the Sabbatical Leave Committee a written report relative to the purpose of the sabbatical leave. This report must provide evidence that the intent of the sabbatical leave plan has been fulfilled, and the Sabbatical Leave Committee may make recommendations for rewrite if deemed necessary. The Sabbatical Leave Committee will report to the President/Superintendent and the Board of Trustees on whether or not the intent of the sabbatical leave plan was fulfilled.
- 4.10.6.6 When formal college credit has been earned during the leave, an official transcript shall be attached to this report.
- 4.10.6.7 Should the Board determine that the intent of the leave had not been reasonably fulfilled, the Board of Trustees reserves the right to take such action as may be necessary to recover the funds paid to the faculty member while on leave.
- 4.10.6.8 In the case where the program of study, related work experience, or itinerary of travel, as agreed upon by the faculty member and the District, is interrupted by serious accident or illness during such leave and the accident or illness is properly verified by a qualified physician, such interruption shall not constitute a violation of the agreement or prejudice the faculty member against receiving the rights and benefits provided for under the terms of sabbatical leave. However, this is providing such interruption is not extended over a period of time that would cause the purposes of the sabbatical leave to be abandoned. In such latter case, the "sabbatical leave" and its benefits may be terminated. In all cases of serious injury or illness of a faculty member on sabbatical leave, the President/Superintendent shall be promptly notified by registered letter.

4.10.7 Financial arrangements:

4.10.7.1 Salary:

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

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

1. Full year (July 1 through June 30)
 - a) For full-time graduate study, a faculty member will receive 75 percent of his/her annual salary
 - b) For all other activities, the faculty member will receive 60 percent of his/her annual salary.
2. For a sabbatical leave of one semester or, at the discretion of the President/Superintendent, any 4½-month period, he/she shall receive his/her regular salary.
3. Of the options available, only one may be selected. However, under exceptional circumstances, the Sabbatical Leave Committee may approve additional options.

4.10.7.3 Faculty member benefits conditions:

1. Income protection insurance:
 - a) A copy of the application for leave must be submitted and reviewed by the insurance company. Such letter is to state fully the projected activities of the leave, location, time, purpose, and length of leave.
 - b) The individual applications will be reviewed and approved or disallowed (by the insurance company) on the following criteria:
 - 1) Is there exposure to more hazardous situations?
 - 2) Maximum duration to be one year.
 - 3) Is there provision for payroll deduction?
 - 4) Assurance that the faculty member on returning has a position waiting.

- c) If the insurance company approves the leave (in regard to income protection insurance only), the payroll deduction shall continue as if the faculty member was employed full-time.
2. Workers Compensation: Both the Board of Trustees and the District shall be freed from any liability for the payment of any compensation or damages provided by law for the death or injury of any faculty member of the District employed in a position requiring certification qualifications when the death or injury occurs while the faculty member is on leave of absence granted under provisions of Sections 87775 to 87780, inclusive, of the Education Code.
 3. Retirement: The sabbatical leave year will be counted according to the State Teachers Retirement System regulations.
 4. Sick Leave: All rights of the faculty member regarding sick leave shall accrue in regard to keeping the accumulated earned sick leave. Sick leave is earned during the time on approved sabbatical leave.
 5. Insurance Premiums:
 - a) The District shall pay the same portion of the insurance premiums for the faculty member as it would if the faculty member were actually employed on campus.
 - b) While on leave, the faculty member shall be considered an active member of the staff and shall be entitled to insurance benefits, provided he/she continues to pay any required insurance premiums.

4.10.8 Sabbatical Leave Committee:

4.10.8.1 Membership:

1. The appropriate Vice President (Permanent Chairperson)
2. One faculty member selected by CRFO
3. Two faculty members chosen by Academic Senate
4. One person appointed by the President/Superintendent.

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

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

4.10.9 Employer's commitment:

- 4.10.9.1 At the expiration of the sabbatical leave, the faculty member shall, unless the faculty member agrees otherwise, be reinstated in the position held by him/her at the time of the granting of leave of absence.
- 4.10.9.2 The Board has the right to reject any and all sabbatical applications.

ARTICLE V
INSURANCE

- 5.1 The Board of Trustees agrees to maintain a staff insurance program. This program shall include:
- 5.1.1 Blue Cross Prudent Buyer Plan – faculty member and dependents.
 - 5.1.2 Dental insurance including orthodontia – faculty member and dependents. (Maximum coverage is \$2,000 per person per year.)
 - 5.1.3 Salary continuation insurance.
 - 5.1.4 Vision insurance – faculty member and dependents.
 - 5.1.5 Accidental death and dismemberment insurance: The District agrees to provide and fully fund an accidental death and dismemberment insurance policy for each faculty member. The policy will cover the faculty member only, and the premium will be paid in full up to \$3/month/faculty member. Additional coverage will be available at the faculty member’s expense.
 - 5.1.6 Tax sheltered annuity program: The District will take payroll deductions and make annuity premium payments as requested by the faculty member for participation in tax sheltered annuity programs.
 - 5.1.7 Employee Benefit Trust Fund (medical hardware not covered by faculty member’s medical insurance):
 - 5.1.7.1 The District will contribute \$10.00 per month per faculty member to the Employee Benefit Trust Fund. District contributions shall be part of the total pool for medical hardware benefits and shall not be designated as accruing to any specific faculty member.
 - 5.1.7.2 Eligible claims will be applied against the fund balance. Claims are subject to the following maximums:
 1. One claim per year.
 2. Three claims maximum while in the program.
 3. No more than \$2,000 per claim or \$5,000 total benefit per family from the program.
 - 5.1.7.3 Claims will be paid on a first-come, first-served basis to the limit of the account balance. All valid, unpaid claims will be held until account balance covers claim.

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

1. Ordered by a physician.
2. Of no further use when medical need ends.
3. Usable only by the patient-faculty member.
4. Not for environmental control.
5. Not for exercise.
6. Manufactured specifically for medical use.

5.1.7.5 A request for claim payment for medical hardware (as defined above), except hearing aids, must be initially submitted to the medical insurance provider. Following claim validation by the medical insurance provider, the faculty member may submit the claim to the Business Office for payment of the amount not covered by medical insurance (excluding the \$100.00 deductible, which always remains the responsibility of the faculty member). A request for a hearing aid claim may be submitted directly to the Business Office.

5.1.7.6 Coverage is provided for:

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

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

5.1.7.7 Interest earned from the Medical Hardware Account will remain in the fund.

5.2 Fringe benefits for associate faculty members:

5.2.1 The District will make available, within the restrictions of its insurance carriers, all of its fringe benefit plans now available to faculty members. This restriction also applies to those benefit plans legally available and controlled through the State of California.

The cost of this will be paid for by the associate faculty member and will not result in any additional cost to the District.

- 5.3 Medical benefits for surviving spouses: The District will provide the following benefits for the surviving spouse of faculty members of the District.
- 5.3.1 The District will continue, at District cost, to provide medical benefits to the surviving spouse and dependent children for a period not to exceed five years, after which period the surviving spouse may remain in the District program at his/her own cost, in accordance with the following limitations:
- 5.3.1.1 The medical benefit shall be consistent with those being received by current faculty members and their dependents, including any expansion of benefit under the basic benefit program that is in existence.
- 5.3.2 The surviving spouse and his/her dependents will not be eligible to receive new fringe benefit programs or plans that may accrue to then-current faculty members who are on active employment status with the District at the time the new benefit goes into effect that were not an expansion of the basic benefit program in effect at the time of death.
- 5.3.3 This benefit would not be provided if comparable coverage were available to the surviving spouse or upon remarriage.
- 5.3.4 If Medicare or CHAMPUS is available to the surviving spouse, he/she may remain in the District's medical plan at his/her own cost.
- 5.3.5 The spouse and other dependents shall continue to receive these benefits until the spouse reaches the age of 65, but not longer than five years after the faculty member would have attained the age of 65.
- 5.3.6 Dependents other than the spouse shall have no rights of their own as specified elsewhere in this agreement, as the dependent qualifies, and/or as specified in applicable Federal and State Law (COBRA).
- 5.3.7 For purposes of this program, the dependents covered by this plan means only natural children and legally adopted children.
- 5.3.8 Minimum Requirements:
- 5.3.8.1 Must have been a faculty member for the ten years immediately prior to death.
- 5.3.8.2 Sabbatical leave or faculty exchange will count as eligible time within the ten-year period if accepted and used within the first five years of the ten-year period.
- 5.3.8.3 Leave without pay does not count toward part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.
- 5.3.8.4 Paid sick leave counts toward the satisfaction of the ten-year requirement.

5.3.8.5 Extended sick leave (beyond the paid sick leave time) does not count toward a part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.

ARTICLE VI
RETIREMENT BENEFITS

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

these benefits until the spouse reaches the age of 65, but no longer than ten years after the faculty member would have attained the age of 65.

- 6.2.4.5 Dependents other than the spouse shall have no rights of their own for benefits under this program but only as the faculty member and/or spouse qualify for such benefits.
- 6.2.4.6 District payment for participation in this program for the faculty member and/or spouse shall be terminated at the time that the faculty member reaches 65 or, if the faculty member is deceased, at the age or date as set forth above. Upon the District discontinuance of premium payments, the faculty member and/or spouse may elect to continue participation at their own expense provided there has been no break in coverage.
- 6.2.4.7 This plan or equal coverage when this plan is combined with other coverage for which the faculty member is qualified shall be effective until age 65. Such other coverage shall be, but is not limited to, Medicare A/B and coverage obtained or obtainable through other employment. If an option is available to a faculty member and/or spouse and the coverage is equal, the faculty member shall cooperate with the District to exercise the option provided such exercise does provide equal coverage.
- 6.2.4.8 For purposes of this program, the immediate family covered by this plan means only natural children, legally adopted children, and spouse.
- 6.2.5 Faculty members who are hired on or after September 1, 1994, and who meet the eligibility requirements for the Early Retirement Program shall be entitled to District-paid medical, dental, and vision insurance coverages for a maximum period of seventy-two months (six years). The seventy-two month period of eligibility for this benefit may be activated at any time during an eligibility window, which begins at age fifty-five and ends on attainment of age sixty-five. In no case will the District-paid benefits continue beyond age sixty-five. This benefit must be taken over one continuous period of time. Availability of this benefit is conditional upon its being offered by the provider and North Coast Schools Medical Insurance Group.
- 6.2.6 Minimum requirements:
 - 6.2.6.1 Must be a faculty member of the District.
 - 6.2.6.2 Must have been a faculty member of the District for the ten years immediately prior to such retirement.
 - 6.2.6.3 Sabbatical leave or faculty exchange will count as eligible time within the ten-year period if accepted and used within the first five years of the ten-year period.
 - 6.2.6.4 Leave without pay does not count toward part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.

- 6.2.6.5 Paid sick leave counts toward the satisfaction of the ten-year requirement.
 - 6.2.6.6 Extended sick leave (beyond paid sick leave time) does not count toward a part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.
 - 6.2.6.7 Faculty members eligible for disability retirement are not eligible to participate in this plan.
 - 6.2.6.8 The faculty member must have attained the minimum age of 55 by the first day of retirement under this plan.
 - 6.2.6.9 Acceptance of this plan is irrevocable. Further, it is understood and agreed by the parties that this program is for the benefit of the faculty members in the unit who wish to retire from active employment with the District; and, therefore, the faculty member is responsible for ascertaining the provisions and coverages of the various retirement plans without assistance from the District. It is also understood and agreed by the parties that the District shall have no responsibility other than as set forth herein, particularly with regard to ascertaining specifics of the various retirement plans available to faculty members in the unit who are retiring and wish to take advantage of this program.
- 6.3 Medical, dental, and vision insurance for retirees post age 65 to age 70 is provided to those eligible faculty members who were hired prior to September 1, 1994: The District will cover 70 percent of the cost of medical, dental, and vision insurance, up to a maximum of \$13,500 total for each eligible, retired faculty member during the five-year period from age 65 to age 70.

Requirements:

- 6.3.1 Program begins with those faculty members retiring in 1989 who qualify for service or disability retirement under the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) and who are drawing retirement pay therefrom.
- 6.3.2 Must have been a faculty member for the ten years immediately preceding retirement.
- 6.3.3 Sabbatical leave or faculty exchange will count as eligible time within the ten-year period if accepted and used within the first five years of the ten-year period.
- 6.3.4 Leave without pay does not count toward part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.
- 6.3.5 Paid sick leave counts toward the satisfaction of the ten-year requirement.
- 6.3.6 Extended sick leave (beyond the paid sick leave time) does not count toward a part of the ten-year service requirement but does not constitute a break in the continuity of the ten-year requirement.

6.3.7 The health and welfare benefits shall be consistent with those being received at the time the faculty member retires.

The retired faculty member and spouse will not be eligible to receive new fringe benefit programs or plans that may accrue to then-current faculty members who are on active employment status with the District at the time the new benefit goes into effect that were not an expansion of the basic benefit program in effect at the time of retirement.

6.3.8 If the retired faculty member predeceases the spouse, the spouse shall continue to receive these benefits until the time when the faculty member would have attained the age of 70 or the \$13,500 maximum has been expended.

6.3.9 Dependents other than the spouse shall have no rights of their own for benefits under this program.

6.3.10 District payment for participation in this program for the faculty member and/or spouse shall be terminated at the time that the faculty member reaches 70 or, if the faculty member is deceased, at the date the faculty member would have reached 70, up to the \$13,500 maximum. Upon the District discontinuance of premium payments, the faculty member and/or spouse may elect to continue participation at their own expense provided there has been no break in coverage.

6.3.11 This plan or equal coverage when this plan is combined with other coverage for which the faculty member is qualified shall be effective until age 70. Such other coverage shall be, but is not limited to, Medicare A/B and coverage obtained or obtainable through other employment. If an option is available to a faculty member and/or spouse and the coverage is equal, the faculty member shall cooperate with the District to exercise the option provided such exercise does provide equal coverage.

ARTICLE VII
PRERETIREMENT REDUCTION OF WORKLOAD
WITH STRS SERVICE CREDIT

- 7.1 Initiation of request: The option of reduced-load employment must be exercised at the timely request of the faculty member. The request for a preretirement reduction of workload is initiated by a faculty member and must be forwarded through the supervisor to the appropriate senior administrator for action by the Board of Trustees.
- 7.2 Eligibility requirements:
- 7.2.1 The faculty member must have reached the age of 55 prior to reduction in workload and may not participate beyond age 70.
- 7.2.2 The faculty member must have been employed in a full-time position requiring certification for at least ten years, of which the immediately preceding five years were full-time employment, and must be a member of the State Teachers Retirement System (STRS). For purposes of the Preretirement Reduction of Workload Program, a member of STRS is considered to have been employed full-time if there was an agreement between the faculty member and the employer to perform service equal to that required by the Board of Trustees of other full-time faculty members in similar grades and positions to receive a full-time compensation for each day the schools of the Districts were maintained during the academic year. On-the-job performance is not required. As long as there was an agreement to perform full-time service at the beginning of the academic year, the faculty member will still be considered as being employed full-time if he/she is unavoidably absent due to illness, bereavement, etc., during the academic year. Sabbaticals and other approved leaves do not constitute a break in service. Such leave, however, is not used to compute the five-years full-time service requirement prior to entering the program.
- 7.2.3 The faculty member in community colleges who is a participant in good standing in the State Teachers Retirement System may hold any position.
- 7.3 Participation requirements:
- 7.3.1 The minimum workload shall be the equivalent of at least 50 percent of service required during the last year served in a full-time faculty position. This requirement can be met in many different ways. The faculty member may work at least one-half time for the complete year, or full-time for at least one-half year, etc. The determination of how the leave is apportioned is made by the Board of Trustees, based on the instructional needs of the District. The measurement of full and half workload will be by TLU.
- 7.3.2 The faculty member shall be paid a salary that is the pro rata share of the salary that would have been earned had the faculty member not elected to enter the Preretirement Reduction of Workload Program. The salary received must be at least half the salary the faculty member would have earned on a full-time basis. If the faculty member is

paid less than half of the full-time salary, the minimum participation requirement will not have been met.

- 7.3.3 It is mandatory that both the minimum salary and minimum employment requirements are met. If the faculty member serves more than half-time but is not paid at least half of a full-time salary, the participation requirements will not have been met; and the faculty member will not be entitled to a full year of service credit. All employment agreements will be written to provide for more work than half-time so that the faculty member who takes an unanticipated leave for bereavement, illness, etc., and is docked will still meet the minimum equivalent of 50 percent of service and be paid at least half salary. If this cannot be done, the faculty member must make up any days docked in the same academic year if the participation requirements are to be met.
 - 7.3.4 The employer and faculty member must each contribute to STRS the required percentage contribution based on the full-time compensation the faculty member would have earned if employed on a full-time basis.
 - 7.3.5 The faculty member cannot participate in the plan for more than five years and must retire no later than at the end of that five-year period.
 - 7.3.6 During the period of participation, the faculty member is entitled to all other rights and benefits for which payments are made that would be required if employed full-time, including health benefits as provided in Section 53201 of the Government Code.
 - 7.3.7 The faculty member failing to meet any of the above requirements will receive only that service credit based on the ratio of earnings to earnable salary and will not receive the service credit that would have been received if employed on a full-time basis.
- 7.4 Administrative requirements:
- 7.4.1 The agreement must be executed by the employer and faculty member, in writing, and submitted to the State Teachers Retirement System through the County Superintendent of Schools to arrive at STRS at least 15 days prior to the participation in the Preretirement Reduction of Workload Program at the beginning of the academic year or before the beginning of the second half of the academic year, if only the second half is to be considered preretirement reduction of workload service.
 - 7.4.2 The participant must be identified and reported to STRS in accordance with the County/District Procedures Manual instructions.
 - 7.4.3 Contributions for the participant and employer must be submitted to STRS based on the amount the participant would have earned if employed on a full-time basis regardless of the schedule of employment.
- 7.5 Notification dates: A faculty member requesting participation in this Preretirement Reduction of Workload with STRS Service Credit Program must apply at least 120 days in advance of the period of reduced load, or at a later time based upon mutual consent of parties involved.

7.6 Faculty responsibilities:

7.6.1 Faculty working under this Article are responsible for attending convocation and commencement.

7.6.2 Faculty working under this Article are responsible for a prorated amount of additional faculty responsibilities (see section 3.9)

ARTICLE VIII
PARTIAL LEAVE PROGRAM

- 8.1 Eligibility: Any faculty member is eligible for, and may request, a partial leave.
- 8.2 Initiation of request: The partial leave request is initiated by a faculty member and must be forwarded through the supervisor to the appropriate senior administrator for action by the Board. The Board of Trustees will determine whether to grant such a leave based on the instructional needs of the District.
- 8.3 Workload: The minimum load shall be one-half of the annual full-time load as defined in Article III of this agreement. Faculty members who serve under this plan shall be given the same consideration as other faculty members in regard to class assignments, scheduling, and class sizes. Faculty members shall meet contractual obligations other than teaching in proportion to the load worked, except that faculty working under this Article are responsible for attending convocation and commencement.
- 8.4 Salary: Salary shall be in direct proportion to load and may, at the request of the faculty member, be prorated over twelve months.
- 8.5 Fringe benefits: The faculty member on partial leave shall retain all rights and benefits of a full-time faculty member, including all fringe benefits.
- 8.6 State Teachers Retirement System: The faculty member and the District shall make contributions to the STRS in proportion to the load worked, and the faculty member shall receive proportionate service credit.
- 8.7 Modification of load: Requests for modification of the partial leave must be approved by the Board.
- 8.8 Notification dates: A faculty member requesting participation in this partial leave option must apply for consideration at least 120 days in advance of the period of reduced load, or at a later time based upon mutual consent of parties involved.
- 8.9 The Board of Trustees shall respond to the request within two months of application.
- 8.10 Partial leave is limited to two consecutive semesters.

ARTICLE IX GRIEVANCE

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

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

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

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

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

9.4.2.2 A listing of the Article or Section of the Agreement alleged to have been violated or misapplied.

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

9.4.2.4 A listing of the specific remedies.

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

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

9.4.4 Step Four: If the decision of the President/Superintendent is not satisfactory to the grievant or no decision is rendered, CRFO may, within fifteen days of receipt of the notification of the decision, submit a request for arbitration. The grievance, including but not limited to disputes over procedural or substantive arbitrability, shall then be submitted to an arbitrator for advisory determination.

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

ARTICLE X
TRANSFER AND REASSIGNMENT

10.1 General Principles: This article deals with the permanent transfer of a faculty member from one assignment to another and the temporary reassignment or scheduling of a faculty member to teach one or more courses or assignments at a location other than at his/her primary campus. Neither permanent transfer, whether voluntary or administrative, nor temporary reassignment affects a faculty member's seniority status.

10.2 Voluntary Transfer: When a vacant faculty position is authorized to be filled, qualified faculty members already employed by the District may request a transfer from their current assignment into the vacant position. The screening committee (See AR. 305.01) for the vacant position reviews the qualifications of the faculty members seeking voluntary transfer before the position is posted for external applicants. If the screening committee decides to open the process to external applicants, the position is posted and the selection process continues according to the procedures in AR 305.01.

If the screening committee decides to pursue the applications of one or more of the faculty members seeking voluntary transfer, candidate interviews are conducted according to the procedures described in AR 305.01. If, following the interviews, the screening committee wishes to pursue the appointment of any of the internal applicants, the Dean or Campus Vice President prepares a committee report according to the procedures specified in AR 305.01, which governs the remainder of the appointment process. If at any time in the review process a decision is made to no longer pursue the candidacy of internal applicants, the voluntary transfer process ends; and the review of external applicants begins. The applications of all internal applicants are automatically included in the pool of external applicants unless withdrawn by the applicant.

10.3 Administrative Transfer: Upon recognition by the administration that workload conditions necessitate such action, the President/Superintendent, in consultation with the Vice President and the appropriate Deans and/or Campus Vice Presidents, may administratively transfer a faculty member from his/her present assignment into another vacant faculty position. This administrative transfer may preempt voluntary transfer. The faculty member being transferred must meet the minimum academic qualifications for the position into which he/she is being transferred. If more than one faculty member meets the minimum qualifications, the faculty member with lowest seniority will be transferred. If the transfer is between two of the District's primary campus locations (Eureka, Del Norte, Mendocino) and if the faculty member chooses to move to the new location, an \$1,800 moving expense allowance will be paid to the faculty member.

10.4 Temporary Reassignment: In consultation with the appropriate Dean and/or Campus Vice President, the Vice President may temporarily reassign a faculty member to perform part of his/her assignment at a location other than his/her primary campus. In all cases, the faculty member being reassigned must meet the minimum academic qualifications for the new assignment.

10.5 Reassignment may be voluntary or administrative. However, administrative reassignment will only be pursued if voluntary reassignment fails to produce an appropriate candidate. When more than one faculty member is being considered for reassignment, preference will be given to

volunteers according to seniority; reverse seniority will be applied in cases of involuntary reassignment.

- 10.6 If voluntary reassignment is to either the Del Norte or Mendocino Coast Campus, the faculty member will be paid a ten-percent salary differential, based on his/her current regular salary. In addition, a reassigned faculty member who uses his/her own automobile for transportation to and from the distant location will be reimbursed for travel expenses at the current IRS mileage rate. This rate will be applied to the total mileage of the round trips required to complete the assignment.
- 10.7 A faculty member will not be simultaneously reassigned to two instructional sites each more than fifty miles from the faculty member's primary campus. Temporary reassignments will normally be for one academic term but may be extended by mutual agreement of the faculty member, the administration, and CRFO.

ARTICLE XI
FACULTY TENURE AND EVALUATION

11.1 **FACULTY TENURE:** Redwoods Community College District is dedicated to appointing faculty who exhibit knowledge, ability, enthusiasm, and commitment to education and to students. The faculty evaluation system was established to preserve and ensure this dedication to quality. A rigorous and demanding tenure review process is another method of assuring the continued excellence of instruction and learning at the Redwoods Community College District.

11.1.1 The Board of Trustees shall make tenure decisions based on the recommendations made by the Academic Senate and the President/Superintendent. Recommendations of the Academic Senate's Tenure Review Committee will be made available to the Board at its request.

11.1.1.1 For a faculty member serving under the first academic year of his or her employment by contract, the Board of Trustees shall elect one of the following alternatives:

1. Not enter into a contract for the following academic year.
2. Enter into a contract for the following academic year.

11.1.1.2 For a faculty member serving under his or her second consecutive contract, the Board of Trustees shall elect one of the following:

1. Not enter into a contract for the following academic year.
2. Enter into a contract for the following two academic years.

11.1.1.3 For a faculty member employed under his or her third consecutive contract, the Board of Trustees shall elect one of the following alternatives:

1. Employ the probationary faculty member as a tenured faculty member for all subsequent academic years.
2. Not employ the probationary faculty member as a tenured faculty member.

- 11.1.2 Tenure Review Process: The tenure review process incorporates existing evaluation processes but extends them into a more comprehensive approach to tenure decisions. Each new nontenured faculty member will be evaluated throughout his or her four-year probationary period by a faculty evaluation committee. While the evaluation committee may assess all aspects of the faculty member's performance, the primary focus will be on teaching effectiveness. Each year this committee will submit its recommendations to the Tenure Review Committee of the Academic Senate as well as to the Vice President, Academic Affairs. These recommendations will be based on peer, student, administrator, and self-evaluations, and on reports of professional growth. Evaluation of nonteaching faculty will be based on specific measures and procedures appropriate to their duties. All tenure review documents shall be filed in the Academic Affairs Office until the tenure process is complete and then forwarded to the Human Resources Office.
- 11.1.3 Tenure Review Committee: The Tenure Review Committee's responsibility in the tenure process is to review faculty evaluation committee materials and other documents submitted by the nontenured faculty member and issue an annual report and recommendations to the Academic Senate and the President/Superintendent. This report will include recommendations on the reemployment and tenure of each nontenured faculty member. The recommendations of the Tenure Review Committee will place particular emphasis on the evaluation of teaching effectiveness made by the Faculty Evaluation Committee but will go beyond that to rigorously evaluate the faculty member in regard to contributions to the District, discipline, and community. Before February 15, the Academic Senate will make a recommendation to the Board of Trustees regarding reemployment or tenure for each nontenured faculty member. The Board of Trustees will make all faculty reemployment decisions primarily based upon the judgment and recommendations of the Academic Senate and the President/Superintendent. If the Academic Senate recommendation is not accepted, the Board of Trustees or its designee shall communicate its reason in writing to the Academic Senate and the faculty member.
- 11.1.3.1 The Tenure Review Committee is a standing committee of the Academic Senate. The Tenure Review Committee will be chaired by a member of the Senate Executive Committee and will be composed of three additional faculty members from diverse disciplines appointed by the Senate President and the Vice President, Academic Affairs. The term of service for each faculty member is four years.
- 11.1.3.2 The Chair of the Tenure Review Committee must ensure that all committee responsibilities are met each academic year. The Chair schedules committee meetings and arranges for recording the decisions of each meeting. The Chair is also responsible for compiling the annual report and recommendations and forwarding them to the Academic Senate and the President/Superintendent by January 15 of each year.

- 11.1.4 Academic Senate: The Academic Senate is responsible for the review of the Tenure Review Committee's recommendations; review of all documents, if necessary; and submission of recommendations to the Board of Trustees regarding the reemployment or tenure of all nontenured faculty members. The Academic Senate President and Human Resources Officer will share responsibility for coordinating regular training sessions for Tenure Review Committee members on their duties, confidentiality, due process, civil liability, and timelines for decisions.
- 11.1.5 Board of Trustees: Before making a decision relating to the continued employment of a nontenured faculty member, the Board will ensure that the following requirements have been satisfied:
 - 11.1.5.1 The faculty member has been evaluated in accordance with this article.
 - 11.1.5.2 The Board of Trustees has received the recommendation of the Academic Senate, including statements of the most recent evaluations of the faculty member.
 - 11.1.5.3 The Board of Trustees has received the recommendation of the President/Superintendent.
 - 11.1.5.4 The Board of Trustees has considered the statement of evaluation and the recommendations in a lawful meeting of the Board.
- 11.2 FACULTY EVALUATION: The central purpose of evaluation is the continued improvement of the educational process. An effective faculty evaluation process is critical to ensure continued educational excellence at the Redwoods Community College District. Faculty, students, and administrators all share the responsibility for the evaluation process, seeing that it is thorough, fair, relevant, consistent, and rigorous. The process should not only highlight, reaffirm, and commend faculty for positive contributions but also foster continued improvement in the delivery of instruction and related services. Where appropriate, specific recommendations for improvement should be indicated.
 - 11.2.1 Effective teaching supports the fundamental goal of student success. Faculty are responsible primarily for facilitating learning and for optimizing the conditions that will permit learning to take place. Evaluation of faculty should be a precise, systematic assessment of performance based on how effectively the faculty member is meeting the established philosophy and mission statements of the institution and fulfilling the professional responsibilities as established in the "Faculty Professional Responsibilities" (Schedule F-1). Evaluation provides an opportunity for a positive, interactive learning experience and for recognition of the value of faculty accomplishments and contributions to the purpose of the institution. The principles guiding this process are the following:
 - 11.2.1.1 Evaluation will assess the effectiveness and quality of instruction and related services, using agreed-upon criteria.

- 11.2.1.2 Evaluation will assess the current level of success and, where appropriate, the need for improvement or change, and will provide a framework for implementing new instructional objectives or service enhancements.
 - 11.2.1.3 Evaluation will provide feedback on student learning, faculty effectiveness, and professional growth as assessed by peers, students, administrators, and self-evaluation. Each member of the evaluation team provides constructive input to the evaluation process. Students address the effectiveness of communication, instruction, or service delivery; peers assess the faculty expertise (quality of teaching), or relevant materials; the administrator reviews contributions to the program, institution, or service, as well as indications of student learning and/or success; and the faculty member determines how effectively personal teaching or service goals and objectives have been met.
 - 11.2.1.4 Evaluation will provide the opportunity for the faculty member to demonstrate successful strategies, innovations, discipline-related expertise, currency, and commitment to excellence as evidenced by activities such as organizational memberships, research, writing, or other appropriate discipline-related activities.
 - 11.2.1.5 Evaluation will provide the opportunity for faculty to demonstrate commitment to students, to the campus community, and to the local community by involvement in activities that support but also transcend their primary faculty role.
 - 11.2.1.6 Evaluation will assist in the determination of tenure for nontenured faculty and the continued employment of tenured and associate faculty.
- 11.2.2 **NONTENURED, FULL-TIME TEACHING FACULTY PROCESS**
- 11.2.2.1 **FREQUENCY OF EVALUATIONS:** Nontenured faculty will, at a minimum, be evaluated for the first two semesters of employment and then each fall semester until tenured. Classroom evaluations by students, peers, and administrators, and the faculty member's self-evaluation, shall normally be completed by the end of the eighth week of the semester.
 - 11.2.2.2 **PEER EVALUATIONS:** Prior to evaluation, two peers will be selected from among the faculty, one by the Dean/Campus Vice President and the other by the faculty member to be evaluated. The Dean/Campus Vice President and the faculty member are encouraged to consider selecting one peer from outside the division/department. If there is a conflict in the choice of either of the peer evaluators, the faculty member or Dean/Campus Vice President whose choice is objected to will submit two additional names from which the other party will select one. Each peer will make a scheduled visit and evaluate a minimum of two classroom presentations. Most or all of the classes taught by the faculty member should be visited. Peers shall also evaluate instructional materials,

including course syllabi, examples of tests, and any major assignments, projects, or reports. Conclusions regarding the evaluations will be reported to the Dean/Campus Vice President on the standard peer evaluation form (Schedule F-2).

- 11.2.2.3 **STUDENT EVALUATIONS:** Student evaluations of each of the faculty member's classes will be conducted using the approved standard student evaluation form (Schedule F-3). Student evaluations may be distributed by the faculty member, peer, or administrator after providing standard written instructions to the students. Evaluations will be collected by the peer, administrator, or a student monitor. The evaluations will be placed in a sealed envelope and promptly delivered to the division office. At the faculty member's written request to the Dean/Campus Vice President, an optional second evaluation may be conducted.
- 11.2.2.4 **SELF-EVALUATION:** Prior to the evaluation conference, the faculty member will complete the approved Professional Growth and Self-Evaluation Inventory form (Schedule F-5) and submit it to the Dean/Campus Vice President. In addition, the faculty member may choose to do an optional self-evaluation using an appropriate form (Schedules F-7/8) selected prior to the evaluation process.
- 11.2.2.5 **ADMINISTRATIVE EVALUATION:** The Dean/Campus Vice President will conduct at least one scheduled classroom evaluation and subsequent visits as deemed appropriate. The Dean/Campus Vice President is also responsible for collecting, analyzing, and forwarding all evaluation material, including student evaluations and comments, in accordance with this article.
- 11.2.2.6 **EVALUATION CONFERENCE:** As soon as all of the evaluations have been completed, and normally before the end of the tenth week of the semester, the faculty member, peer evaluators, and Dean/Campus Vice President shall meet at least once to review all evaluation materials and to discuss the faculty member's performance. The Vice President, Academic Affairs, shall be invited to participate in this conference as a nonvoting observer. If requested, the evaluatee may also have one representative from CRFO attend the conference. The two peer evaluators and the Dean/Campus Vice President, constituting the Evaluation Committee, will determine by majority vote whether the faculty member being evaluated will be (1) evaluated during the next regular interval or (2) reevaluated during the next regular semester. All evaluation materials and the conference summary (Schedule F-6) written by the Dean/Campus Vice President shall be reviewed by the Vice President, Academic Affairs, before being forwarded to the personnel file and Tenure Review Committee. Any deletions, additions, corrections, or other alterations made or suggested by the Vice President must be communicated in writing to the Evaluation Committee prior to being forwarded to the Tenure Review Committee or personnel file (see endnote at end of Article XI).

11.2.2.7 REEVALUATION: If the recommendation is for reevaluation, a written program for improvement with a time-line will be developed by the Evaluation Committee and delivered to the faculty member within two weeks of the final evaluation conference. All reevaluations must include student evaluations of at least one class. Prior to the end of the tenth week of the next semester, the Evaluation Committee will reevaluate the faculty member and recommend (1) evaluation during the next regular interval, (2) reevaluation during the next regular semester, or (3) contract nonrenewal based upon the results of the reevaluation and progress on the program for improvement. This recommendation is forwarded to the personnel file and Tenure Review Committee (see endnote at end of Article XI).

11.2.3 TENURED, FULL-TIME TEACHING FACULTY PROCESS

11.2.3.1 FREQUENCY OF EVALUATIONS: Tenured faculty will, unless indicated by previous evaluation, be evaluated every three years during either the fall or spring semester. Deans/Campus Vice Presidents will normally notify designated faculty by the second week of the semester in which they are to be evaluated. Classroom evaluations by students, peers, and administrators, and the faculty member's self-evaluation shall normally be completed by the end of the eighth week of the semester.

11.2.3.2 PEER EVALUATIONS: Prior to the evaluation, two peers will be selected from among the faculty, one by the Dean/Campus Vice President and the other by the faculty member to be evaluated. The faculty member is encouraged to consider selecting a peer from outside the division/department. If there is a conflict in the choice of either of the peer evaluators, the faculty member or Dean/Campus Vice President whose choice is objected to will submit two additional names from which the other party will select one. Each peer will make a scheduled visit and evaluate at least one classroom presentation. Peers shall also evaluate instructional materials, including course syllabi, examples of tests, and any major assignments, projects, or reports. Conclusions regarding the evaluations will be reported to the Dean/Campus Vice President on the standard peer evaluation form (Schedule F-2).

11.2.3.3 STUDENT EVALUATIONS: Student evaluations of each of the faculty member's classes will be conducted using the standard student evaluation form (Schedule F-3). Student evaluations may be distributed by the faculty member, peer, or administrator after providing standard written instructions to the students. Evaluations will be collected by the peer, administrator, or a student monitor. The evaluations will be placed in a sealed envelope and promptly delivered to the division office.

11.2.3.4 SELF-EVALUATION: Prior to the evaluation conference, the faculty member will complete the approved Professional Growth and Self-Evaluation Inventory form (Schedule F-5) and submit it to the Dean/Campus Vice President. In addition, the faculty member may

choose to do an optional self-evaluation using an appropriate form (Schedules F-7/8) selected prior to the evaluation process.

- 11.2.3.5 **ADMINISTRATIVE EVALUATION:** The Dean/Campus Vice President will conduct at least one scheduled classroom evaluation and subsequent visits as deemed appropriate. The Dean/Campus Vice President is also responsible for collecting, analyzing, and forwarding all evaluation material, including student evaluations and comments, in accordance with this article.
- 11.2.3.6 **EVALUATION CONFERENCE:** As soon as all of the evaluations have been completed, and normally before the end of the tenth week of the semester, the faculty member, peer evaluators, and Dean/Campus Vice President shall meet at least once to review all evaluation materials and to discuss the faculty member's performance. If requested, the evaluatee may also have one representative from CRFO attend the conference. The two peer evaluators and the Dean/Campus Vice President, constituting the Evaluation Committee, will determine by majority vote whether the faculty member being evaluated will be (1) evaluated during the next regular interval or (2) reevaluated during the next regular semester. The appropriate evaluation materials and the conference summary (Schedule F-6) written by the Dean/Campus Vice President shall be reviewed by the Vice President, Academic Affairs, before being forwarded to the personnel file. Any deletions, additions, corrections, or other alterations made or suggested by the Vice President must be communicated in writing to the Evaluation Committee prior to being forwarded to the Tenure Review Committee or personnel file (see endnote at end of Article XI).
- 11.2.3.7 **REEVALUATION:** If the recommendation is for reevaluation, a written program for improvement with a time-line will be developed by the Evaluation Committee and delivered to the faculty member and to the Peer Review Committee within two weeks of the final evaluation conference. All reevaluations must include student evaluations of at least one class using the Small Group Instructional Diagnosis Method (Schedule F-9) or an equivalent method approved by the Evaluation Committee. Prior to the end of the tenth week of the next semester, the Evaluation Committee will reevaluate the faculty member and recommend (1) evaluation during the next regular interval, (2) reevaluation during the next regular semester, or (3) contract nonrenewal based upon the results of the reevaluation and progress on the program for improvement. This recommendation is forwarded to the personnel file and the Peer Review Committee (see endnote at end of Article XI).
- 11.2.3.8 **PEER REVIEW:** The Peer Review Committee established by the Academic Senate will ensure that the process of reevaluation for tenured faculty is consistent with the CRFO/District agreement. The Peer Review Committee will monitor all reevaluations for tenured faculty and report its

findings with regard to the process to the Vice President, Academic Affairs, and the President of the Academic Senate.

- 11.2.3.9 **ALTERNATIVE METHODS OF EVALUATION:** Alternatives to the standard evaluation process and forms requested by a faculty member must be approved by the faculty member's department chair and the Dean/Campus Vice President. All alternative plans must, at a minimum, include provisions for evaluation by students, a peer, an administrator, and the faculty member.

11.2.4 **ASSOCIATE FACULTY PROCESS**

- 11.2.4.1 **FREQUENCY OF EVALUATIONS:** All associate faculty teaching a course of at least 18 hours over a period of at least six weeks or for a shorter period but on a regular basis (as determined by the Dean/Campus Vice President) will be evaluated during their first academic year and then every three years during either the fall or spring semester unless otherwise indicated by a previous evaluation. Deans/Campus Vice Presidents will normally notify designated associate faculty by the second week of the semester in which they are to be evaluated. Associate faculty may be evaluated more frequently at the discretion of their Dean or Campus Vice President. Classroom evaluations by students, peers, and administrators, and the associate faculty member's self-evaluation shall normally be completed by the end of the eighth week of the semester.

- 11.2.4.2 **PEER EVALUATIONS:** Prior to the evaluation, a peer evaluator will be selected by the Dean/Campus Vice President. If the associate faculty member objects to the peer who has been selected, the Dean/Campus Vice President will submit two other names from which the associate faculty member will select one. The peer will make a scheduled visit and evaluate at least one classroom presentation. Conclusions regarding the evaluations will be reported to the Dean/Campus Vice President on the standard peer evaluation form (Schedule F-2). Peers shall also evaluate instructional materials, including course syllabi, examples of tests, and any major assignments, projects, or reports.

All faculty, when needed, are expected to participate in the evaluation of associate faculty. However, faculty members at the Eureka, Mendocino Coast, and Del Norte campuses will not be assigned to evaluate more than three associate faculty members per semester. Associate faculty may also participate on a voluntary basis in the evaluation of other associate faculty if no faculty member is available.

- 11.2.4.3 **STUDENT EVALUATIONS:** Student evaluations of each of the associate faculty member's classes will be conducted using the standard student evaluation form (Schedule F-4). Student evaluations may be distributed by the associate faculty member, peer, or administrator after providing standard written instructions to the students. Evaluations will be collected by the peer, administrator, or a student monitor. The

evaluations will be placed in a sealed envelope and delivered promptly to the division office.

- 11.2.4.4 **SELF-EVALUATION:** Prior to the evaluation conference, the associate faculty member will complete the approved Professional Growth and Self-Evaluation Inventory form (Schedule F-5) and submit it to the Dean/Campus Vice President. In addition, the associate faculty member may choose to do an optional self-evaluation using an appropriate form (Schedule F-7/8) selected prior to the evaluation process.
- 11.2.4.5 **ADMINISTRATIVE EVALUATION:** The Dean/Campus Vice President will conduct at least one scheduled classroom evaluation during the first year of employment and as deemed necessary thereafter. The Dean/Campus Vice President is also responsible for collecting, analyzing, and forwarding all evaluation material, including student evaluations and comments, in accordance with this article.
- 11.2.4.6 **EVALUATION CONFERENCE:** As soon as all of the evaluations have been completed, and normally before the end of the tenth week of the semester, the associate faculty member, peer evaluator, and Dean/Campus Vice President may meet to review evaluation materials and to discuss the associate faculty member's performance. The evaluation conference for associate faculty is optional but will be held if it is requested by either the Dean/Campus Vice President or the associate faculty member being evaluated. The peer evaluator and the Dean/Campus Vice President, constituting the Evaluation Committee, will determine by consensus whether the associate faculty member being evaluated will be (1) evaluated during the next regular interval, or (2) reevaluated during the next regular semester, or (3) not reappointed for subsequent semesters. The appropriate evaluation materials and the conference summary (Schedule F-6) written by the Dean/Campus Vice President shall be reviewed by the appropriate Vice President, if applicable, before being forwarded to the personnel file. Any deletions, additions, corrections, or other alterations made or suggested by the Vice President must be communicated in writing to the evaluation committee prior to being forwarded to the associate faculty member and personnel file (see endnote at end of Article XI).
- 11.2.4.7 **ALTERNATIVE METHODS OF EVALUATION:** Alternatives to the standard evaluation process and forms requested by an associate faculty member must be approved by the associate faculty member's department chair and the Dean/Campus Vice President. All alternative plans must, at a minimum, include provisions for evaluation by students, a peer, an administrator, and the associate faculty member.
- 11.2.4.8 **OTHER LOCATIONS: KLAMATH-TRINITY AND SOUTHERN HUMBOLDT:** Associate faculty at these locations will be evaluated by an associate faculty member from the same discipline or a related discipline teaching at the same location or by a faculty/associate faculty

member from the same discipline or a related discipline from the Eureka campus. The administrator in charge of the branch campus program will select faculty/associate faculty to perform these evaluations. Associate faculty members from the Eureka campus who are already teaching 13.5 TLUs will not be selected to evaluate associate faculty at these locations. Full-time faculty and associate faculty from the Eureka campus will be compensated for travel required by off-campus evaluation. Faculty/associate faculty from the Eureka campus will be paid at a rate of \$50 per evaluation, with a minimum of two evaluations per visit when possible, plus mileage.

Evaluation will follow the same processes as on the other campuses. The administrator in charge of the branch campus program will chair conferences for associate faculty when such conferences are required. The peer evaluator is not expected to be at the evaluation conference.

- 11.2.5 **NONTEACHING FACULTY (TENURED AND NONTENURED) PROCESS:** The process, procedures, and forms for evaluating nonteaching faculty will be the same as for teaching faculty except for the variations listed in this section.
- 11.2.5.1 **PEER EVALUATIONS:** Counselors, librarians, and other nonteaching faculty will be evaluated using the standard approved faculty evaluation form (Schedule F-2). However, where specific job descriptions exist, they should be reviewed by the faculty member's peers and administrator performing the evaluations and used where appropriate in their assessment of the faculty member's performance.
- 11.2.5.2 **STUDENT EVALUATIONS:** Special student evaluation forms may be used for counselors (Schedule F-3A) and librarians, with the approval of the administrator to whom they report and CRFO. Student evaluations will not be used for other nonteaching faculty unless they have direct and continual contact with students as determined by the administrator to whom they report.
- 11.2.5.3 **ADMINISTRATIVE EVALUATION:** Prior to the evaluation, the manager or administrator to whom a nonteaching faculty member reports shall conduct at least one formal scheduled observation of the nonteaching faculty member's performance and subsequent visits as may be deemed appropriate. The administrative evaluation will incorporate the content of the faculty member's job description into the assessment of the faculty member's performance. The administrative evaluator is responsible for collecting, analyzing, and forwarding all evaluation material including any student evaluations and comments in accordance with this article.
- 11.2.5.4 **EVALUATION CONFERENCE:** The manager or administrator to whom a nonteaching faculty member reports will conduct the conference. Separate evaluations may be required for dual or split assignments, but they must be done in conjunction with one another and as part of the regular evaluation. Any deletions, additions, corrections, or other

alterations made or suggested by the Vice President/Campus Vice President must be communicated in writing to the nonteaching faculty member and Evaluation Committee prior to being forwarded to the Tenure Review Committee, if appropriate, or personnel file (see endnote at end of Article XI).

- 11.2.6 ADDITIONAL EVALUATIONS: Nothing in this article should be taken to preclude or obviate additional evaluations of faculty that may be required by the state or federal government or by specialized accreditation bodies.

NOTES

The evaluatee will be given an opportunity to review and respond to recommendations or to other materials before they are placed in the personnel file. The evaluatee may respond within ten working days of receiving the recommendations and/or materials, and that written response will be included in the personnel file.

ARTICLE XII
INSTRUCTION ACTIVITIES BY ADMINISTRATORS

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

ARTICLE XIII
FACULTY SERVICE AREAS

- 13.1 A Faculty Service Area (FSA) is a service or instructional subject area, or group of related services or instructional subject areas, performed by faculty. The function of FSAs is to provide a rational and workable framework within which seniority and bumping rights can be exercised by faculty when a reduction in force, or layoff, is being effected.

District standards for designating, requesting, and reviewing requests for the designation of Faculty Service Areas (FSAs) are as follows:

- 13.1.1 Faculty Service Areas shall be defined as the disciplines adopted by the Board of Governors as recommended by the Academic Senate for California Community Colleges.
- 13.1.2 Each current faculty member shall be designated at least the FSA of the discipline of his/her current, primary area of teaching responsibility.
- 13.1.3 Each faculty member who meets the minimum qualifications of a discipline as adopted by the Board of Governors or who meets the equivalency standards established through joint agreement of the Academic Senate and the Board of Trustees and who applies for certification of those qualifications to the District shall be designated as competent in that discipline.
- 13.1.4 Faculty members with Community College Life Credentials for disciplines outside the area of current, major teaching assignment may apply for FSA designation(s) in the area(s) listed on the credential(s).
- 13.1.5 Applications for additional FSAs (beyond that based on current, major teaching assignment) shall be reviewed and decided by the Faculty Qualifications Committee.
- 13.1.6 The District shall maintain a permanent record of each discipline for which a faculty member possesses the minimum qualifications and is competent as defined in this article. This record shall be maintained as part of the faculty member's personnel file.

ARTICLE XIV
PERSONNEL FILE

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

ARTICLE XV
COMPLETION OF MEETING AND NEGOTIATING

- 15.1 This agreement shall constitute the full and complete agreement between both parties and may be modified only through the voluntary, mutual consent of the parties in a written and signed memorandum of understanding or amendment to this agreement.
- 15.2 The District and CRFO agree to continue discussions on the following items:
- Faculty Tenure and Evaluation – Article XI
 - Distance Education Instruction – Article III, Section 3.22
 - Intellectual Property Rights – Article III, Section 3.22.3

ARTICLE XVI
TERM

16.1 The term of the agreement shall be from July 1, 2001, through June 30, 2004.

Approved by Board of Trustees, May 15, 2001

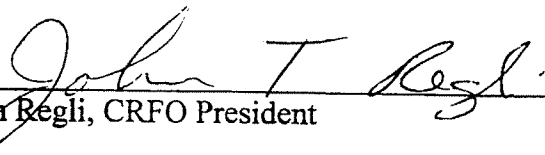


Milton Dobkin, President, Board of Trustees



Kathleen E. Crabill, District President/Superintendent

Ratified by College of the Redwoods Faculty Organization, May 14, 2001



John Regli, CRFO President



Allen Keppner, CRFO Chief Negotiator

SCHEDULE A
FACULTY SALARY SCHEDULE
 Effective July 1, 2001
 (Article III, Section 3.13.1)

| STEP | CLASS I Bachelor's | CLASS II Master's | CLASS III Master's BA+50 | CLASS IV Master's BA+70/PhD |
|------|-----------------------|----------------------|--------------------------------|-----------------------------------|
| 1 | 33,758 | 37,134 | 39,362 | 41,724 |
| 2 | 35,109 | 38,619 | 40,937 | 43,393 |
| 3 | 36,513 | 40,164 | 42,574 | 45,128 |
| 4 | 37,973 | 41,771 | 44,277 | 46,934 |
| 5 | 39,492 | 43,442 | 46,048 | 48,811 |
| 6 | 41,072 | 45,179 | 47,890 | 50,763 |
| 7 | 42,715 | 46,986 | 49,806 | 52,794 |
| 8 | 44,423 | 48,866 | 51,798 | 54,906 |
| 9 | 46,200 | 50,820 | 53,870 | 57,102 |
| 10 | 48,048 | 52,853 | 56,024 | 59,386 |
| 11 | 49,970 | 54,967 | 58,265 | 61,761 |
| 12 | 51,969 | 57,166 | 60,596 | 64,232 |
| 13 | | | 63,020 | 66,801 |
| 14 | | | 65,541 | 69,473 |
| 15 | | | 68,162 | 72,252 |
| 16 | | | | 73,697 |
| 17 | | | | 75,171 |
| 18 | | | | 76,674 |

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

Placement for initial employment is limited to Step 8.

SCHEDULE B
SEMESTER-BASED
ASSOCIATE FACULTY SALARY SCHEDULE
EFFECTIVE JULY 1, 2001
(Article III, Section 3.13.4)

| STEP | CLASS 0 Below Class I | CLASS I BA+8 yrs Work Exp | CLASS II Master's | CLASS III Master's BA+50 | CLASS IV Master's BA+70/PhD |
|------|-----------------------------|---------------------------------|----------------------|--------------------------------|-----------------------------------|
| 1 | 410 | 452 | 479 | | |
| 2 | 427 | 470 | 498 | 528 | 559 |
| 3 | 444 | 488 | 518 | 549 | 582 |
| 4 | 462 | 508 | 538 | 571 | 605 |
| 5 | 480 | 528 | 560 | 594 | 629 |
| 6 | | 549 | 582 | 617 | 654 |
| 7 | | 571 | 606 | 642 | 680 |
| 8 | | 594 | 630 | 668 | 708 |
| 9 | | 618 | 655 | 694 | 736 |
| 10 | | 643 | 681 | 722 | 765 |

Note: Placement for the initial employment is limited to Step 1 in Classes 0, I, or II.

Associate faculty will be placed on the bargaining unit member salary schedule and advanced one Step on the schedule for each 45 teaching load units of service to a maximum of Step 10.
intended to be 2 semesters

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

SCHEDULE C
STIPENDS

Coaching (Article III, Section 3.13.5)

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

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

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

| | |
|---------------|---------|
| Football | \$2,160 |
| Basketball | \$3,446 |
| Track | \$1,519 |
| Volleyball | \$1,519 |
| Cross-country | \$1,168 |
| Baseball | \$3,037 |
| Softball | \$3,037 |
| Trainer | \$4,321 |

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

Special Assignments

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

There are five levels of stipends:

\$300
\$500
\$1,000
\$1,500
\$2,000

SCHEDULE D
DEPARTMENTS ELIGIBLE FOR MINIMUM
NONTEACHING LOAD CREDIT
(Section 3.18)

For faculty performing administrative activities, a minimum of 4.5 TLUs in nonteaching load credit will be allocated per semester to the following departments:

Administration of Justice
Applied Science
Applied Technology
English
Information Sciences
Math
Physical Education
Science
Social and Behavioral Sciences
Visual and Performing Arts

SCHEDULE E
LARGE CLASS FORMAT
ADDITIONAL TEACHING LOAD UNITS
(Section 3.21)

Additional TLUs will be provided to faculty and associate faculty who teach very large classes.

For courses designated to be taught in the large-class format, the percent of the normal TLUs will be allocated to the course based on the number of students who are officially enrolled in and attending class at the end of the second week of classes as defined below:

| Class Size | Percent of TLUs |
|------------|-----------------|
| 60 | 125% |
| 65 | 130% |
| 70 | 135% |
| 75 | 140% |
| 80 | 145% |
| 85 | 150% |
| 90 | 155% |
| 95 | 160% |
| 100 | 165% |
| 105 | 170% |
| 110 | 175% |
| 115 | 180% |
| 120 | 185% |
| 125 | 190% |
| 130 | 195% |
| 135 | 200% |
| 140 | 205% |
| 145 | 210% |
| 150 | 215% |
| 155 | 220% |
| 160 | 225% |
| 165 | 230% |
| 170 | 235% |
| 175 | 240% |
| 180 | 245% |
| 185 | 250% |

SCHEDULE F-1
FACULTY PROFESSIONAL RESPONSIBILITIES
(Includes Teaching, Nonteaching, and Associate Faculty)

- A. Teaching and Nonteaching Assignments
- *1. Demonstrates effective performance of duties and responsibilities of the assignment.
 2. Shows currency and depth of knowledge in the discipline and/or area of assignment.
 3. Demonstrates patience, fairness, and promptness in the evaluation and discussion of student work.
 4. Shows sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate.
 5. Shows sensitivity to and knowledge of the diverse ways students learn and is responsive to individual needs.
 6. Uses effective written and oral communication skills with students and colleagues.
 7. Demonstrates effective organizational skills in the classroom and/or work site.
 8. Exercises effective judgment in following college policy.
 9. For faculty with teaching assignments, uses teaching methods and materials challenging to the student and appropriate to the subject matter, consistent with departmental curriculum, while encouraging within a department a variety of successful pedagogical approaches to learning.
 10. For faculty with nonteaching assignments, effectively fulfills responsibilities in terms of:
 - a) communication and coordination with students, colleagues, and administrators;
 - b) quality of work; and, if appropriate,
 - c) program development, budget planning and implementation, program leadership, and collegial governance.
 11. Ensures currency and appropriateness of curriculum, course outlines, and written materials.
 12. Ensures that the following are incorporated into materials in the area of assignment: communication skills, computational skills, critical thinking, and cultural diversity.
 13. Adheres to state and federal regulations applicable to area of assignment.

* Duties and responsibilities of the discipline or area of assignment are delineated in specific job descriptions and/or department procedure manuals.

- B. Responsibilities additional to Teaching/Nonteaching Assignment may include the following:
1. Participates, where appropriate, in peer mentoring and evaluation processes and demonstrates objectivity in the professional evaluation of colleagues.
 2. Meets contractual obligations, including advising and maintaining regular office hours, when applicable to the position.
 3. Demonstrates responsibility in fulfilling division/department obligations and other district requirements.
 4. Participates in professional growth activities, such as workshops, seminars, conferences, publications, artistic exhibits, performances, research, or other activities appropriate to assignment.
 5. Provides leadership and demonstrates commitment to the profession through activities such as involvement in professional organizations, participation in collegial governance, college committees, campus activities, development of new curriculum, classroom research, or other appropriate activities.
 6. Works with colleagues to provide an educational program and environment that supports the success of each student, and otherwise implements the college philosophy and mission statement.
 7. Participates in program review and accreditation processes.
- C. Professional Conduct
1. Promotes and defends intellectual inquiry and the exchange and analysis of ideas among colleagues and students; values the diversity of opinions.
 2. Demonstrates respect for the college community and the profession.
 3. Promotes a nonthreatening campus environment free from verbal and nonverbal discrimination and sexual harassment.
 4. Supports gender equity and cultural diversity, and displays sensitivity to these issues.

SCHEDULE F-2
FACULTY EVALUATION FORM
(TO BE COMPLETED BY PEERS AND ADMINISTRATOR)

Name of Faculty: _____ Date: _____

Period of Evaluation: _____

Name of Evaluator: _____

Type of Evaluation: (check one) _____ Peer _____ Administrator

Instructions: As you read through the following list, indicate your evaluation of the instructor on each item.

- | | |
|--------------------------------|--------------------------------------|
| 5 = Strongly Agree | 2 = Disagree |
| 4 = Agree | 1 = Strongly Disagree |
| 3 = Neither Agree nor Disagree | N/A = Not Observed or Not Applicable |

The Comment Section is also a vital part of this evaluation. It is important that you take time to carefully structure your comments about the person being evaluated. Your comments should justify your numerical ratings by using specific examples that demonstrate the reasons for the rating.

A. Teaching Assignment

- _____ 1. Demonstrates effective performance of duties and responsibilities of assignment.
- _____ 2. Shows currency and depth of knowledge in the discipline and/or area of assignment.
- _____ 3. Demonstrates patience, fairness, and promptness in the evaluation and discussion of student work.
- _____ 4. Shows sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate.
- _____ 5. Shows sensitivity to and knowledge of the diverse ways students learn and is responsive to individual needs.
- _____ 6. Uses effective written and oral communication skills with students and colleagues.
- _____ 7. Demonstrates effective organizational skills in the classroom and/or work site.
- _____ 8. Exercises effective judgment in following college policy.
- _____ 9. For faculty with teaching assignments, uses teaching methods and materials challenging to the student and appropriate to the subject matter, consistent with departmental curriculum, while encouraging within the department a variety of successful pedagogical approaches to learning.
- _____ 10. For faculty with nonteaching assignments, effectively fulfills responsibilities in terms of:
 - a) communication and coordination with students, colleagues, and administrators;

- b) quality of work; and, if appropriate,
 - c) program development, budget planning and implementation, program leadership, and collegial governance.
- ___ 11. Ensures currency and appropriateness of curriculum, course outlines, and written materials.
- ___ 12. Ensures that the following are incorporated into materials in the area of assignment: communication skills, computational skills, critical thinking, and cultural diversity.
- ___ 13. Adheres to state and federal regulations applicable to area of assignment.

Comments on this section: Please use the other side or additional paper, if needed, to complete your comments.

B. Responsibilities additional to teaching may include the following:

- ___ 1. Participates in peer mentoring and evaluation processes as appropriate, and demonstrates objectivity in the professional evaluation of colleagues.
- ___ 2. Meets contractual obligations, including advising and maintaining regular office hours, when applicable to the position.
- ___ 3. Demonstrates responsibility in fulfilling division/department obligations and other district requirements.
- ___ 4. Participates in professional growth activities, such as workshops, seminars, conferences, publications, artistic exhibits, performances, research, or other activities appropriate to the assignment.
- ___ 5. Provides leadership and demonstrates commitment to the profession through involvement in activities such as professional organizations, collegial governance, college committees, campus activities, development of new curriculum, classroom research, or other appropriate activities.
- ___ 6. Works with colleagues to provide an educational program and environment that supports the success of each student and the college philosophy and mission statement.
- ___ 7. Participates in program review and accreditation processes as appropriate.

Comments on this section: Please use the other side or additional paper, if needed, to complete your comments.

C. Professional Conduct

- ___ 1. Promotes and defends intellectual inquiry and the exchange and analysis of ideas among colleagues and students; values the diversity of opinions.
- ___ 2. Demonstrates respect for the college community and the profession.
- ___ 3. Promotes a nonthreatening campus environment free from verbal and nonverbal discrimination and sexual harassment.

- _____ 4. Supports gender equity and cultural diversity, and displays sensitivity to these issues.

Comments on this section: Please use the other side or additional paper, if needed, to complete your comments.

Signature of Evaluator

Date

SCHEDULE F-3
STUDENT EVALUATION FORM FOR FULL-TIME FACULTY

Course Title: _____ Name of Instructor: _____

Date: _____ Period of Evaluation: _____

FACULTY EVALUATOR – after the students have received the evaluation form, please read the following statement to the class:

This questionnaire provides you with the opportunity to express your views about this course. This evaluation will be read, and composite ratings will be shared with the instructor. The form with your comments will not be given to the instructor until after final grades have been submitted. Your comments are very important to us and to the instructor in helping to improve the course.

Thank you for your cooperation.

| | | HIGH | | | LOW | |
|----|---|-------------|---|---|------------|---|
| 1. | Overall rating for the instructor. | A | B | C | D | E |
| 2. | Overall rating for the course. | A | B | C | D | E |
| 3. | Overall rating of the text. | A | B | C | D | E |
| 4. | The instructor demonstrates mastery of the subject matter. | A | B | C | D | E |
| 5. | The instructor presents course material in an organized and effective manner. | A | B | C | D | E |
| 6. | The course handouts clearly explain the grading policy. | A | B | C | D | E |
| 7. | The instructor is fair and prompt in evaluating student work. | A | B | C | D | E |
| 8. | The instructor is respectful of student differences, including ability, academic preparation, and learning style. | A | B | C | D | E |
| 9. | Students feel free to ask questions and express varying ideas and viewpoints | A | B | C | D | E |

in the class.

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 10. | The instructor is available and helpful during office hours. | A | B | C | D | E |
| 11. | This course helps me improve my ability to write and communicate clearly. | A | B | C | D | E |
| 12. | The course helps me improve my ability to reason, solve problems, and think critically. | A | B | C | D | E |

Comments (optional)

SCHEDULE F-3A
STUDENT EVALUATION OF COUNSELOR

Please circle the appropriate number that best represents your opinion about each of the following statements.

| DOES NOT APPLY TO ME | STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|----------------------------|----------------------|----------|----------------------------------|-------|-------------------|
| 0 | 1 | 2 | 3 | 4 | 5 |

1. The counselor seemed to understand and be interested in my questions and concerns. 0 1 2 3 4 5

2. The counselor provided me with a better understanding of my educational goals and how to obtain them. 0 1 2 3 4 5

3. The counselor was informative and willing to answer any questions I had. 0 1 2 3 4 5

4. The counselor was friendly and created a warm, positive atmosphere. 0 1 2 3 4 5

5. The counselor provided me with information about other available student services. 0 1 2 3 4 5

6. The counselor maintains an educational environment that is free from sexual harassment and discrimination related to sex, race, color, nationality, religion, age, or handicap. 0 1 2 3 4 5

7. The counselor's remarks, examples, and illustrations are free from terminology or inference that might reflect negatively upon or be degrading to persons of a particular sex, nationality, or religion. 0 1 2 3 4 5

8. Would you return to this counselor for further assistance? Yes___ No___

Explain yes:

9. Please make additional comments:

SCHEDULE F-4
STUDENT EVALUATION FORM FOR ASSOCIATE FACULTY

Course Title: _____ Name of Instructor: _____

Date: _____ Period of Evaluation: _____

FACULTY EVALUATOR – after the students have received the evaluation form, please read the following statement to the class:

This questionnaire provides you with the opportunity to express your views about this course. This evaluation will be read, and composite ratings will be shared with the instructor. The form with your comments will not be given to the instructor until after final grades have been submitted. Your comments are very important to us and to the instructor in helping to improve the course.

Thank you for your cooperation.

| | | HIGH | | | LOW | |
|-----|---|-------------|---|---|------------|---|
| | | A | B | C | D | E |
| 1. | Overall rating for the instructor. | A | B | C | D | E |
| 2. | Overall rating for the course. | A | B | C | D | E |
| 3. | Overall rating of the text. | A | B | C | D | E |
| 4. | The instructor demonstrates mastery of the subject matter. | A | B | C | D | E |
| 5. | The instructor presents course material in an organized and effective manner. | A | B | C | D | E |
| 6. | The course handouts clearly explain the grading policy. | A | B | C | D | E |
| 7. | The instructor is fair and prompt in evaluating student work. | A | B | C | D | E |
| 8. | The instructor is respectful of student differences, including ability, academic preparation, and learning style. | A | B | C | D | E |
| 9. | Students feel free to ask questions and express varying ideas and viewpoints in the class. | A | B | C | D | E |
| 10. | This course helps me improve my ability to | A | B | C | D | E |

write and communicate clearly.

11. The course helps me improve my ability to reason, solve problems, and think critically. A B C D E

Comments (optional) _____

5. List other college committees, activities, and projects you have participated in since your last evaluation. Assess the extent and value of your contributions to these professional activities.

6. Describe participation in professional growth activities (e.g., workshops, conferences, research, publications, artistic exhibits, or other activities appropriate to your assignment) since your last evaluation.

7. List honors, grants, sabbaticals, etc., received since your last evaluation.

8. Describe your current professional affiliations and/or civic activities, which contribute to your professional growth and/or the college's influence in the community.

9. Describe how you stay current in your discipline. How do you incorporate this information into your courses?

10. What do you consider to be your strongest skill in teaching, working with students, and performing other faculty duties? Give examples.

11. To become an even better instructor, counselor, librarian, or faculty member, in what areas would you like to grow? State your goals, plans, and timeline for professional development.

Signature of Evaluatee

Date

Signature of Dean/Associate Vice President

Date

SCHEDULE F-6
FINAL EVALUATION CONFERENCE

EVALUATEE: _____

Conference Date: _____

Peer Evaluator (evaluatee selected): _____

Peer Evaluator (administratively selected): _____

Division Dean/Other Campus Administrator: _____

Supervisor: _____

Attach all evaluation forms and statistical summary of student evaluations (if appropriate).

CONFERENCE SUMMARY

1. Outstanding accomplishments:

2. Concerns and issues:

3. Progress or growth needs noted at last evaluation:

4. Staff development progress noted:

5. Progress to be made by next evaluation (provide specific plan):

EVALUATION TEAM RECOMMENDATION

For tenured, nontenured, teaching, and associate faculty:

Recommendations resulting from the evaluation process:

- _____ evaluate during the next regular interval
- _____ reevaluate during the next regular semester
- _____ contract nonrenewal*

*This recommendation may be made for full-time faculty only after at least one reevaluation.

Special recommendations/commendations:

Signatures:

Evaluatee

Date

In signing this report, I do not necessarily agree with the conclusions. I understand that I may attach a written response within ten days of receiving the final evaluation form and that my response will be included in my file.

Peer (evaluatee selected)

Date

Peer (administratively selected)

Date

Dean/Supervisor/Campus V.P.

Date

Vice President

Date

SCHEDULE F-7
OPTIONAL INSTRUCTOR SELF-EVALUATION FORM

Instructor _____ Course No. _____ Date _____

Period of Evaluation: _____

Thoughtful self-evaluation may assist you in improving your teaching performance. This self-appraisal is designed for that purpose. You are asked to assess your own teaching performance.

Directions. Using the following scale, please rate your performance with regard to each statement. Upon completion, return this form to the evaluation administrator.

A = Strongly Agree; B = Agree; C = Disagree; D = Strongly Disagree; E = No Opinion

- ___ 1. I handed out a course syllabus during the first class session.
- ___ 2. Major course objectives were made clear to students.
- ___ 3. Lessons presented were in agreement with course objectives.
- ___ 4. My class preparations are well planned and organized.
- ___ 5. Important ideas (new knowledge/skills) are clearly explained.
- ___ 6. I speak clearly (pronunciation, vocabulary, speed of delivery).
- ___ 7. My voice carries so all students can hear.
- ___ 8. I encourage critical thinking and analysis.
- ___ 9. I encourage learning-relevant student involvement.
- ___ 10. I am knowledgeable about my subject area.
- ___ 11. I am sensitive to student learning difficulties.
- ___ 12. My students feel free to express opinions or ideas.
- ___ 13. Tests are appropriate for the course material covered.
- ___ 14. I am punctual; classes begin on time.
- ___ 15. I make full use of the class periods.
- ___ 16. Students feel free to ask me for assistance.
- ___ 17. My grading system is fair and consistently followed throughout the semester.
- ___ 18. Students respect my position as an instructor.
- ___ 19. I capture students' interest.
- ___ 20. My presentations are "enthusiastically" delivered.
- ___ 21. Homework is appropriate for the course.
- ___ 22. Textbook matches course content and lectures.
- ___ 23. I use a variety of teaching methods.
- ___ 24. I use the blackboard, overhead projector, or other technology effectively.
- ___ 25. I rate my overall teaching as better than average.

In about a week your Division Office will be submitting to you the results of the **Student Evaluation of Instruction** and your **Instructor Self-Evaluation**. You will be able to match and correlate student responses with your own. Also, you will be receiving a typed compilation of your students' written comments. Please keep in mind that the purpose of this assessment is to provide you with information aimed at assisting you in assessing your own teaching performance and in making adjustments, if necessary. After comparing your self-evaluation with your students' evaluation of instruction, please feel free to use this data as a forum for discussion with your students, department chair, Dean/Campus Vice President, mentor, or others.

SCHEDULE F-8
OPTIONAL STUDENT EVALUATION OF INSTRUCTION

Directions:

1. **DO NOT** write on this form.
2. Mark your responses on the Scantron form; make sure you are using a No. 2 lead pencil.
3. Using the rating scale (below), rate your instructor on each statement.
4. You are encouraged to add written comments. Write your comments on the form provided. Prior to sharing written comments with your instructor, all comments will be typed. Please do not sign your name.

A = Strongly Agree; B = Agree; C = Disagree; D = Strongly Disagree; E = No Opinion

- ___ 1. A course syllabus was handed out during the first class session.
- ___ 2. Major course objectives were made clear to students.
- ___ 3. Lessons presented were in agreement with course objectives.
- ___ 4. Class presentations are well planned and organized.
- ___ 5. Important ideas (new knowledge/skills) are clearly explained.
- ___ 6. Instructor speaks clearly (pronunciation, vocabulary, speed).
- ___ 7. Instructor speaks loud enough so all students can hear.
- ___ 8. Instructor encourages critical thinking and analysis.
- ___ 9. Instructor encourages learning-relevant student involvement.
- ___ 10. Instructor is knowledgeable about the subject area.
- ___ 11. Instructor is sensitive to student learning difficulties.
- ___ 12. Students feel free to express their opinions or ideas.
- ___ 13. Tests are appropriate for the course material covered.
- ___ 14. Instructor is punctual; classes begin on time.
- ___ 15. Instructor makes full use of the class periods.
- ___ 16. Students feel free to ask the instructor for assistance.
- ___ 17. The grading system is fair and consistent throughout the semester.
- ___ 18. Fellow students show respect for the instructor.
- ___ 19. Instructor maintains my interest.
- ___ 20. Instructor displays "enthusiasm" for subject matter.
- ___ 21. Homework is appropriate for the course.
- ___ 22. Textbook matches course content and instructor's lectures.
- ___ 23. Instructor uses a variety of teaching methods.
- ___ 24. Instructor uses the blackboard, overhead projector, or other technology effectively.
- ___ 25. My instructor is a better-than-average teacher.

SCHEDULE F-9

THE SMALL GROUP INSTRUCTIONAL DIAGNOSIS (SGID) METHOD

SGID is a five-step process involving the course instructor, students in the instructor's class, and a faculty colleague trained to act as a facilitator.

STEP ONE – The initial step is a conference between the instructor and the facilitator in which the facilitator explains the SGID process and gets to know something about the instructor's style.

STEP TWO – The classroom procedure is scheduled for the middle of the term during a regular class meeting. The instructor teaches as usual for the first part of the period, then introduces the facilitator and leaves the room for the last 25 to 30 minutes. The facilitator briefly explains to the students his or her role and the SGID process, emphasizing that the information will be given only to the instructor and that the students have an opportunity to have direct affect on the remainder of their course. The facilitator then asks them to divide themselves into groups of about five and to select one person from each group to act as recorder and spokesperson.

The groups each address and arrive at a consensus on two questions.

1. What do you like about the course?
2. (A) What do you think needs improvement?
(B) What suggestions do you have for bringing about these improvements?

After seven to eight minutes of discussion time, the facilitator asks each spokesperson to report one response to each of the questions (more than one round can be made if time and class size permit).

The facilitator writes the responses on the board, being sensitive to dissension and minority views. When a statement is not shared by most, the facilitator requests a show of hands and records the approximate breakdown. The facilitator will ask for two student volunteers to record what is written on the board. The facilitator will share this information with the instructor.

STEP THREE – The next step in SGID is the feedback session between the facilitator and the instructor in which they discuss the students' comments, the instructor's reaction to them, and strategies for change. They also discuss what the instructor should say to the students.

This step has been identified as the most difficult in the process. It requires that the facilitator has adequate teaching experience and that he or she also possesses a number of interpersonal skills; the facilitator should be supportive, warm, sensitive, understanding, nonjudgmental, and should listen actively.

The facilitator's role requires that he or she operates on several levels. On the first level, the facilitator is a communication channel with primary concern for conveying the student's sentiments in such a way as to avoid offensive reactions from the instructor that may block the flow of information.

On the second level, the facilitator is an information source, perhaps sharing his or her own teaching experiences or telling the instructor about various resources and techniques.

On the third level, which only should be incorporated by the most experienced, the facilitator gives possible interpretations of student reasoning and concerns. He or she may hypothesize about the instructor's teaching strategies for the instructor's reaction and reflection.

STEP FOUR – In this step, the instructor uses the first 10 minutes of the ensuing class period to get clarification from students about comments that were unclear and summarize the student's comments to allow them to correct distortions and check for accuracy. The instructor should offer some reaction to the comments and perhaps outline intended changes of adaptations.

STEP FIVE – The instructor fills out the response form and forwards it to the facilitator. This step involves a follow-up session between the facilitator and the instructor to discuss the success of the review session with the students. The session should emphasize a self-evaluation by the instructor of how the changes are working as well as an analysis of the impact upon the students. This session should serve to reinforce the instructor's changes and improvements.

STEP SIX – The facilitator will attach a summary of the entire SGID process.